

JUNE

1936

Sierra EDUCATIONAL NEWS



MAIN ENTRANCE, COMPTON JUNIOR COLLEGE, LOS ANGELES COUNTY

CALIFORNIA TEACHERS ASSOCIATION

CONTENTS for JUNE

	PAGE
Compton Junior College	Cover Picture
Travel Section	2
Mountaineering in Glacier National Park.....	<i>Mr. and Mrs. Josef Muench</i> 2
To the West Indies.....	<i>Catherine Irvan</i> 4
The Exposition as a Factor in Education	<i>Sarellen M. Wuest</i> 7
Two Important Proposals.....	<i>Roy W. Cloud</i> 8
C. T. A. Tenure Committee Report.....	<i>E. B. Couch</i> 9
Summer Message	<i>Roy W. Cloud</i> 10, 11, 39
Teacher vs. Trustee.....	<i>John A. Sexson</i> 12, 13, 32
New C. T. A. Directors.....	15
Progress in Secondary Education.....	<i>Ethel Percy Andrus</i> 16
Vocational Forestry	<i>I. V. Funderburgh</i> 17
A School Dental Clinic.....	<i>Sherman H. Freeman</i> 18
School Districts and the Health of Pupils.....	<i>A. E. Lentz</i> 19
Posture Project for the Camera Club.....	<i>Philip B. Attwood</i> 20
Integrations Between Highschool and Junior College	<i>John W. Harbeson</i> 21, 22, 38
If I Only Could.....	<i>Claude Downing</i> 22
Institute of International Relations.....	23
Song Ballad	<i>Lauriston Tardy</i> 24
Manual Training	<i>Ivan Trindle</i> 25
World of Music.....	<i>Helen Roberts Shuck</i> 27
Teacher Training	<i>Fordyce Stewart</i> 28
A Musical Story.....	<i>Maude G. Byer</i> 30
C. T. A. Directory.....	31
Handwriting	<i>W. E. Moore</i> 32
Photography in a California Highschool.....	<i>Earl G. Baird</i> 36
Traffic Safety	<i>J. B. Vasche</i> 40
Industrial Arts	<i>Jesse E. Rathbun</i> 44
California—A Play	<i>Mrs. Elsie Workman</i> 46
Index to Advertisers; Coming Events	48

There are 36,000 copies of this issue

Cover Picture

MAIN entrance of Compton Junior College is portrayed on the cover of this issue; O. Scott Thompson is principal of Compton Junior College and superintendent of secondary schools.

At a recent celebration of the founding, reconstruction and dedication of this junior college, a handsome brochure (32 pages, with many illustrations and entitled *If You Believe in Youth*) was distributed.

John A. Sexson, superintendent of schools, Pasadena, delivered the principal address. Mr. Thompson read a beautiful dedicatory poem, his own composition, beginning as follows:

*It seems but yesterday we built before,
Drove deep the great foundations in the
ground,
And spoke to idle bricks, riveted the beams
Amid the singing saws and hammers'
sound;
Tonight we gather in this house of hope,
To pay our tribute to its cherished worth...*

The new Administration Building was dedicated to Mr. Thompson at the program, March 27, 1936. A large bronze plaque with the following inscription was placed in the main hall that evening.

Dedicated to
SCOTT THOMPSON

In appreciation of his faith in youth, his philosophy of life which has influenced and inspired so many to higher ideals, and his ability and untiring efforts displayed in establishing and administering a new system of secondary schools during his incumbency as Superintendent of the Compton Union High School and Junior College Districts since 1916, and especially during the period of restoration after the earthquake.

Compton Junior College, a four-year institution, has had a remarkable growth. Established 1927, its enrollment has increased 592%. Last year the enrollment increased 40% and now totals over 1317 students in the upper division alone. The total enrollment for the four-year college is 2419.

* * *
Honor Schools

Teaching Staffs enrolled 100% in C. T. A. for 1936. In addition to previous lists.

Bay Section—Alameda County: Niles Elementary. Napa County: Salvadore. San Joaquin County: Mossdale. San Mateo County: San Mateo Junior College. Santa Clara County: Burrell. Sonoma County: Canyon, Freestone, Grape, Pena, and Watson. Tuolumne County: Algerine.—E. G. Gridley, Secretary, Berkeley.

North Coast Section: Mendocino County, Willow-Lima School. Trinity County, Peak School; Lower Mad River Emergency School.—Shirley A. Perry, secretary, Ukiah.

TRAVEL SECTION



THE MOUNTAINEERS PARK

Mr. and Mrs. Josef Muench, Santa Barbara

THE dream of every happy mountaineer's heart—Glacier National Park! It bears a particular, one might almost say a personal, note. If letters are the exercise of friendship, then climbing is the exercise of the mountaineer's love of the heights.

Why then, are the very ridges of this park so different from those of the Southern Rockies or of the Sierra Nevada? It is difficult to say why the mental urges to these two sections varies so widely. If we understand the viewpoint, especially of the youthful climber, the appeal of his pet territories is apparent. Strenuous hikes in the high Sierra are pleasant and interesting. Some are technically difficult, some easier. The trips themselves, with a few exceptions, as well as the character of the mountains, are not exciting. But they do radiate a joy in life and to be amongst them is pure recreation. Of course, a spice of danger may be found by the more adventurous.

Wholly different are the mountains in Glacier National Park. Their ascent is always

a mental and physical experience of real size. The valleys are, in large part, quite civilized. So the giant-like loneliness of the heights is more weighty. Climbing to them, save for a few of the most frequently scaled, is always a serious and dignified matter. Each trip is a sacrificial offering to the gods of the mountains. One sacrifices many things. Long and difficult ways must be traversed without marked trails while the mountaineer carries a heavy pack.

He must sleep in cold shelters without the comforts of bed or restaurant. Even that sleep is brief, for at two or half-past in the morning he is again on his way, to be down in the valley again by nightfall. On these long marches into the night, through the day and again into the evening, one is practically alone with his chosen companion; alone in the great quiet that surrounds the mountain giants; alone in the mystic dawn of overpowering moonlit nights, in the glowing blaze of the sun on white sheets and slopes.

• *The dream of every happy mountaineer's heart*



They are not, these marches, like the promenades up some of the heavy peaks in the high Sierra. They are hard but excellent probations of the will. All together they effect an awe-inspiring experience, gigantic nature and the struggle of man against the thousand inner and outer resistances.

The Nearness of God

The sensation of complete surrender, of intoxication, the nearness of God, these come only from high trips in the Rocky Mountains. In youth's recollections of these experiences, the name of Glacier National Park has particular meaning.

To the east and west the glorious green densely-wooded valleys, with their dark blue lakes, fall off into precipitous cliffs. To the north the broad glaciers slowly sink down until the last step of the valley to Flathead River breaks off. There stands the massiveness which incloses the mountains of longing: Mount Gould, Heaven's Peak, Going-to-the-Sun.

One must walk upon these slopes to really know the park. To view it through field glasses from Many Glacier Hotel or Granite Park Chalets is not to enjoy its real charm. I saw it years ago, as a young man, first from Gunsight Pass, then from the march over the defiant Gardenwall, and was so caught in its spell that I never rested until I had traversed it and climbed some few of its peaks.

Through the field-glasses the park is an exhibition; to the climber, an experience. Those unforgettable days are still vividly before me. We had camped in the open at Grinnell Glacier and did not know how to proceed. The weather was miserable.

Finally we decided to shoulder our packs in spite of the weather and to go through a snow-storm up to Gardenwall. There we would stay over night. If successful, Mount Gould was next on the program, if not, then the resigned march down Swiftcurrent Pass to the Granite Park Chalets to rest and wait for better weather. Then we would attack from the west.

We Greet the Stars

Our courage was rewarded! In the late evening the driving north wind had cleared the skies and we greeted the first stars with jubilation. Early dawn saw us on the way over the choppy Grinnell Glacier up to the peak of Mount Gould, laden like burros with provisions and sleeping-bags. Then after a night which ended at 2 o'clock, at timberline, we went down through a wind-storm over Piegan Pass. Although it almost laid our ears flat, it left the snow hard. On we pushed to the deeply imbedded Sexton Glacier.

Next day we climbed Going-to-the-Sun Mountain. There it was hot. The foot-deep melting snow made progress difficult. To our further discomfort were the wide crevasses over which we had to climb and the high ice walls in which it was necessary



• Ah! What beautiful times those were!

to cut deep steps. We lost two hours time, thus.

But the view from the peak! In the green depths and over the torn icy slopes to Mount Siyeh, the eyes wandered left to Little Chief Mountain, then right and farther, deep, deep down to the toy houses on the slopes and to St. Mary's Lake. This was true Glacier Park atmosphere. It was fitting that there should be the nicest view from the nicest mountain.

This meant, however, storm and rain for the next day and that we must renounce a sunrise at this height. So we ran to vie with the oncoming storm. Only a band of wild mountain sheep, strange habitant of the high mountain regions, delayed the hurrying foot for a few moments. Their graceful adroitness compelled admiration. We made the trip down to the Going-to-

the-Sun Chalets in record time. Reaching it just before the tempest broke loose, we rejoiced youthfully with the mountaineer's pride in our race.

Ah! What beautiful times those were! One who has enjoyed them has brought the tremendous experience of the great Glacier Park trips into the storehouse of memory. Thereupon gnaws the mind of declining youth. Perhaps it will be possible once again to wander in summer or in winter in the mountains of longing.

If a good star should lead me in later years into the park again, I would not let escape me the way from St. Mary's Lake to Going-to-the-Sun Mountain. I will stand there once more in the sun's lustre, where I stood in the years long since past. Once more I will look down over the glittering slopes upon the green valleys and lakes;

• The Lord's Candles, set before the Shrine of Mount Gould



once more greet across to Little Chief Mountain and to other familiar peaks in the near and farther distance to the gloomy suggestion of the park; Mount Gould, the many jagged tips of the Gardenwall to Heaven's Peak and on into the Canadian land, and imbibe again the whole unutterable splendor and glory of the Rocky Mountains in the high north.

Then the long years will have passed like a day. One experiences anew the youthful joy of mountaineering. One is thankful and not envious that new generations will follow that may experience the same mighty and unforgettable exaltation of the high trips in Glacier National Park.

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TO THE WEST INDIES

Catherine Irvan, Technical Highschool, Oakland

A WINTER cruise to the West Indies through the romantic Caribbean gives more variety perhaps than any other trip of like duration. A month of pleasant shipboard life includes leisurely stops at a dozen ports along the Spanish Main, under seven different flags. The scenery ranges from lush tropical verdure to arid deserts. One evening is devoted to the thatched huts of sullen natives still secretly practicing voodooism; the next night the scene is a dance at the finest of luxury hotels.

The first contrast is the welcome change from bitter, icy winds of mid-January Atlantic, to the sweet breath of Cuba. We sail bravely under the forbidding guns of the Fortress of Morro with its unsavory history of dungeons and "Shark's Nest," to charming Havana where gay crowds throng the Malecon and Prado, or sing and strum guitars from flower-decked balconies. Everywhere the scene is one of fascinating vivacity, whether it be the floor of the gambling Casino or the arena of a thrilling Jai-alai tournament.

On down the Windward Passage lies Haiti, the Black Republic, reminiscent of King Christophe and Emperor Jones. It was our happy fortune to be the guests of the delightful American consul. After showing us the Consulate and gardens, he drove us over vile roads through gorgeous mountain scenery to the crumbling ruins of a fort commanding a view of the lovely harbor into whose clear depths William Beebe guided his inquisitive bathysphere.

Jamaica is Lovely

Of all the island group, Jamacia is outstandingly lovely. Kingston is so smart and gay; the noble back country over the mountains to Port Antonio so richly tropical, yet trained to serve by the United Fruit Company. Near the water's edge grow the coconut palms; on the slopes, the cultivated banana groves; everywhere the spice trees and blossoming undergrowth. On the road past the famous Castleton Botanical Gardens are encountered friendly blacks, the men on shady doorsteps pedaling away at sewing machines making palm beach suits for our male passengers; the women on the roads under the ardent tropical sun, cheerfully breaking rocks with hammers, for fifty cents a day.

Panama is visited by too many people and is too commercial to suit the appetite

of those who have been feeding on the primitive and who prefer "picturesque grime." To such, Spanish Cartagena, in Columbia, is a decided thrill—particularly in our case, for the native pilot added a fillip to our departure by abandoning us too soon so that we became grounded for eighteen uncertain hours on a sandy reef. Within sight was the high bluff capped by ruins of the pirates' fort which had been taken and retaken by Henry Morgan and other buccaneers.

Anchor was next dropped off the coast of Venezuela, launches carrying passengers through schools of flying fish (later to appear on the menu) to the little South American port of La Guayra. An absurdly ambitious little train clinging precariously to dizzy slopes bore the party up the Andes. Overhead wheeled majestic condors, while far below where coconut palms whispered over the foaming surf could be seen a lonely settlement of white buildings—a leper colony. After traversing jungles whose brilliant birds screamed protest, the train arrived at the capital city, Caracas. Though only ten degrees from the Equator, it is pleasantly cool due to its location on a high plateau. It is a city of broad, shady boulevards and handsome buildings adorned not only with statues of Bolivar the Liberator, but also of George Washington.

Dutch West Indies

It was a dizzying transition to the bit of Holland known as Curacao. This tidy spot in the Dutch West Indies was refreshing in spite of its barren wastes fringed by giant cacti. School was dismissed in our honor; youngsters swarmed over the vessel while a frightful but valiant school orchestra put the "rend" into rendition.

Trinidad, the Port of Spain, found everyone equally eager to visit the Asphalt Lake and to dine and dance at the attractive hotel—perhaps even to essay the potent "Green Swizzle." In the harbor lay the biggest of private yachts from New York, the Morgan Corsair, which had robbed the Island of every cut flower for a shipboard party.

Barbadoes has a decided British flavor, the Negro dialect adding piquancy to the Cockney accent. The usual canoe loads of natives swarmed around the ship diving for coins, but these blacks were outstanding in physique and skill, making magnificent, breath-taking dives from the topmost davits of our ship. By the time the Southern Cross was sighted, the baggage hold was vocal with lively impedimenta in the form of monkeys, mackaws and parrots.

Napoleon's Josephine first opened her canny eyes on the next scene of the itinerary—Martinique, its hamlets slumbering so

peacefully at the foot of smoking Mount Pelee, which not so long ago had completely wiped out the town of St. Pierre. Completely? No; the sole survivor was saved, as a reward, apparently, of wickedness, as he was trapped in the prison dungeon. What a world met his eyes when he made his way through broken walls. Now riotous tropical growth softens the ruins.

Puerto Rico offered two sights not seen for many a day: the American flag and a clothesline.

The delicious charm of Nassau, "Queen of the Isles of June," lies in its opalescent waters and its soft, caressing air. The composite impression is one of exquisite delicacy. Returning from watching sponge-

divers, we found that sailors fishing from the stern had caught outside the coral reef an enormous shark which they had suspended from the boat deck and which was still snapping vicious jaws and rolling baleful red eyes.

Last came Bermuda, whose narrow winding roads, cut through coral by early British labor, precludes the use of automobiles. The houses are built of coral cut into blocks which are left to harden by the elements. The whitewashed roofs drain the rainfall into cisterns as the chief water supply.

With infinite regret we left the fields of Easter lilies and sailed homeward from the "Islands of the Blest."

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Ask your local travel agent or see Fred L. Nason, Gen. Agt., 152 Geary St., San Francisco, telephone SUtter 1585; or W. McIlroy, Gen. Agt., 621 South Grand Ave., Los Angeles, telephone TRinity 3258.

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Consult Santa Fe Offices for Exact Fares and Train Information. 5-33

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Teacher Sailings

If present indications in the field of steamship travel are borne out, more Eastern teachers will come to California this summer than in any previous year, says L. E. Archer, general passenger traffic manager, Panama Pacific Line, San Francisco.

"For our late June and July sailings from New York for California ports by way of the Panama Canal," he says, "our bookings of teachers, always heavy at that season, are beyond previous records. Last summer we brought out as many as 165 Eastern teachers on a single sailing. This year, apparently, numbers will be limited only by available space."

Teachers in other parts of the country have shown growing appreciation of what California offers the intellectual traveler, particularly the educator. Tourist "sights" that most interest them in the South are the orange country, the missions, the oil fields and Hollywood. Further north, Yosemite, the big trees and the Golden Gate appear to rank as attractions in the order named. On the sea voyage, the Panama Canal is a powerful attraction.

Travels of teachers by the Panama route

are not all westward, however, says Mr. Archer, as Pacific Coast teachers now go East in large numbers, either making a round trip by sea, or returning by rail. The points they most wish to see include Boston, with Bunker Hill Monument, the Old North Church of Paul Revere's ride, and other Revolutionary souvenirs; New York, with its architectural wonders; Philadelphia, with Independence Hall; the National Capitol and Library of Congress at Washington, and George Washington's home and tomb, at Mt. Vernon.

* * *

French Line Promotes

John J. Scotto, for many years landing agent and assistant passenger traffic manager of the French Line, has been promoted to general agent for the line in Southern California. In his new post he will work with Gilbert Macqueron, general representative of the French Line, and C. H. Wilson, general agent for the Bay area, in increasing the passenger and freight business along the Pacific Coast.

The Exposition as a Factor in Education

Sarellen M. Wuest, Horace Mann Junior Highschool, San Diego

DID you ever see \$8000 worth of pansies all blooming at once? At this minute they spread a richly glowing carpet of purple, yellow, wine, and deep neon blue along the walks of the California Pacific International Exposition grounds at San Diego.

There are literally acres of orange and yellow calendulas in sloping fields surrounding the buildings. Besides this flamboyant beauty there are innumerable less obvious touches of landscaping genius. Against a powdery green-gray background of acacia, flaming scarlet poinsettias rear their ragged heads.

San Diego Teachers Association handled the sale of tickets to the school children and to the teachers themselves. The association has sold 13,296 tickets at prices from \$2.50 to \$10. Almost 12,000 of these were students' season passes. San Diego parents saw \$5 worth of value in the child's pass at that price. More than 1500 adult season passes and 20-admission tickets were sold at \$10 and \$5. Though some types of ticket are still on sale the San Diego Teachers Association has turned in \$32,000 to the Fair's treasurer. The objective of the association was to earn \$500 for their welfare fund. They made \$2500.

More important is the fact that teachers and students have made enormous cultural contributions to the exposition.

The Palace of Education has been reorganized to demonstrate to the visitor the progress of a child from the time he enters kindergarten to his graduation from a state university. Profitable use of leisure time plays a large part in modern education. Mrs. Vesta Meuhleisen, who is the director of the Palace of Education, says, "With changing conditions and the continual shortening of working hours, it is becoming more and more important that pupils be educated in the use of their leisure time, for by that standard one may more easily judge character."

Richest Possible Returns

Attendance at the exposition brings the richest possible return for an investment of leisure time, or, for that matter, for official lesson time. Thousands of hours have been spent by classes and teachers in educational excursions through the exposition grounds. Many hundred students saw every play presented by the Globe Theater Shakespearean Players. The school and public libraries were besieged for the volumes of Shakespeare which have circulated continuously since the fair first opened. Two plays were presented especially as an institute session for San Diego teachers, and the house was packed.

The zoo, always a charmed spot for San Diego school children, has added many strange new birds and beasts to its roster. Trained animal shows are given regularly in the new open air amphitheater. A bus driven by a zoo employee carries little peo-

ple many miles through the animal exhibits while a lecturer explains the zoo citizens.

The boy who dreams of being an engineer or scientist can stare all day at the working model of Boulder Dam or the miniature of the great new telescope and the dome in which it will be housed on Palomar Mountain. He may examine also the gondola of the stratosphere balloon, Explorer II, which is displayed by the National Geographic Society.

Calculate, if you can, the value of the impression made upon a fifth grade child who studies transportation as his social

science unit, when he visits the Palace of Transportation. It is probably the most comprehensive history of man's progress in travel ever assembled. Seventeen thousand square feet of wall space are occupied by 100 scenes of transportation history. Displayed in the great circular building, which last year contained the Ford exhibit, are vehicles of every stage from the ancient chariot to the modern clipper plane.

The first locomotive of the Southern Pacific Railroad, shipped around the Horn by sailing vessel in 1863, is to be seen still in running order. Oxcarts, steamships, gliders, each plays a part in this magnificent exhibit. Nowhere else in the world can a

(Continued on Page 41)

SEE THE
incredible
Beauty of the
**CANADIAN
ROCKIES**

The main image shows a landscape of the Canadian Rockies with snow-capped peaks and a person in the foreground.

Three smaller images are shown in the corners of the advertisement:

- Top right: A person standing in a landscape.
- Middle right: A person playing golf.
- Bottom right: A view of a lake or river.

Thrill-packed days await you at Jasper in the Canadian Rockies, for here in America's largest National Park are all the requirements of a perfect vacation — golf on a championship course — motor trips over perfect roads to scenes of incredible beauty — swimming in a warmed outdoor pool — riding, hiking, tennis, climbing, fishing. Here is Canadian National's Jasper Park Lodge where music, dancing and the happy social life make indolent loafing a virtue.

Jasper is easy to reach by Canadian National's famous Continental Limited; through sleeping cars from Montreal, Toronto, St. Paul to Jasper and Vancouver. Rates at Jasper Park Lodge are moderate, from \$7.00 per day, including meals. Fares are low and on a 1936 budget you can follow on to Alaska. Palatial Canadian National steamers from Vancouver to Skagway by the protected Inside Passage. All outside rooms.

Your trip to the National Education Association Convention can be a thrilling experience. Your nearest Canadian National representative will gladly help you with your plans and arrange your post-Convention days. Round trip fares from Eastern points are good in one or both directions via Canadian National Railways and the Canadian Rockies. For descriptive booklets call or write:



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Roy W. Cloud

CALIFORNIA has a system of taxation which endeavors to place the levying of taxes upon as wide and varied a base as practicable.

The largest source of revenue is for local purposes. It is the customary ad valorem tax upon real and personal property. For State purposes, first is the retail sales tax. Following closely upon this are the taxes on motor fuel and motor vehicles. In addition, are the license taxes and fees, the personal income tax, the inheritance tax, liquor taxes and miscellaneous taxes.

The amount collected by the State during the past year from its sources was approximately \$168,865,000. The amounts collected by the local governments were \$37,115,000 for fees and \$233,000,000 from property taxes, making an aggregate revenue of approximately \$439,000,000.

Major Revenue Sources

In 1933 the people of California changed the taxing system for State support, which had existed since 1910. In making this change, the State, through the vote of the people, surrendered its right to charge a gross income tax against the earnings of public service and utility corporations and in lieu thereof substituted the personal income tax and the retail sales tax as the major revenue-producing sources for the State government.

The Legislature of 1933, in pursuance of the Constitutional Amendment passed by the people, enacted a retail sales tax of $2\frac{1}{2}\%$ to be charged upon all purchases within the State. At the same time it enacted a personal income tax law, which the Governor vetoed. This left the sales tax as the only substitute for the corporation, utility, or public service, gross income taxes which had been surrendered.

The operative properties of the various utilities and public service corporations were placed upon the assessment rolls of the counties and cities, and became sources of taxable income for the

political subdivisions in which they were located.

The retail sales tax, on a $2\frac{1}{2}\%$ basis, produced approximately \$50,000,000 a year.

At the legislative session of 1935, the retail sales tax was changed. Food-stuffs, the common necessities of life, were eliminated from its operation, and the rate was increased to 3%. It was estimated, at the time of the change, that the revenue from the sales tax would fall below that of the previous year. Strange as it may seem, however, the State Controller reports that this sales tax has produced approximately \$6,000,000 each month since it became operative.

Furthermore, at the Legislative session of 1935, a personal income tax law was enacted which fixed the rate at one-fourth of the amount paid to the Federal Government for income taxes. In making the law, however, the framers did not allow any deductions for earned income, nor any offset for amount paid in Federal taxes. Because of these two omissions, which are part of the Federal income tax law, the amounts paid by most Californians are slightly higher than 25% of the Federal income tax rate.

TWO proposals are now upon the ballot for the November election. The first is for the *repeal* of the personal income tax. It must be noted here that the income tax is a just and equitable levy. The receipt of an income demonstrates ability to pay taxes. Ownership of property is no demonstration of ability to pay a tax. Often landowners receive no returns from their property. The living which they attempt to take from the soil may be so meagre that little is left, after buying the plainest necessities of life, from which to pay any taxes on property.

If the personal income tax is eliminated by the voters of the State, the funds, approximately \$18,000,000 a year, must be raised in some other manner. The only apparent place where it can be raised is a State ad-

valorem tax, which may be levied but which, up to this time, has never been levied since it was eliminated in 1910. The income tax should not be constitutionally removed by the people of California.

The second proposal governing taxes is the abolition of the retail sales tax and the absolute prohibition of its application until the Constitution may again be changed. In place of the retail sales tax, the framers have substituted therefor a proposal which in five years will become a single tax system for State revenues.

The sales tax should not be abolished. It is spread over a wide base. It is not harmful because common necessities of life have been eliminated from it. It is an easy and just manner of raising approximately \$6,000,000 every month for the expenses of the state government.

"Single Tax" Menace

A single tax is a tax upon the rental value of land. It is designed to free property-owners from paying taxes upon improvements and thus defeat the desire of speculators to profit by the unearned increment on increased value of land when surrounding property has been improved. In localities where the single tax has been tried, the result has been that the major portion of the properties within the area have defaulted to the State because of non-payment of taxes. The government has been required to assume the ownership of the property. The only available revenue from such property was the rent which could be secured.

Should the single tax system become a part of the California taxing plan, thousands upon thousands of parcels of real estate in California would cease to pay taxes and the property would come into the ownership of the state or municipalities. This would force ever-increasing tax-burdens upon those who do maintain ownership of property.

The difficulty of defeating a proposal of this kind is due to the fact that the six million men, women and children of California pay an average of \$12 per year per person for the sales tax. Many thousands of the citizens of California, most of them, in

(Please turn to Page 39)

Sierra

EDUCATIONAL NEWS

ROY W. CLOUD *State Executive Secretary* . . . JOHN A. SEXSON *President* . . . VAUGHAN MACCAUGHEY *Editor*

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TENURE

Roy W. Cloud

AFTER exceedingly careful study on the part of the C. T. A. Tenure Committee, composed almost entirely of classroom teachers, a report was made to the California Council of Education concerning a tenure amendment to be voted upon by the people of California at the coming November election.

Upon hearing the report, the Council voted unanimously to **oppose** the proposed Instructors Tenure Initiative Amendment.

The report of the Tenure Committee, which was composed of E. B. Couch, chairman, John Brady, Will P. Dunlevy, Mary Friedrich, C. L. Geer, S. Edna Maguire, Gertrude Mallory, Gladys E. Moorhead, Mrs. Josephine P. Smith, Mrs. Kathleen H. Stevens, Helen A. Winchester and Harold F. Seal, is as follows.

California Teachers Association, representing approximately 90% of the teachers of the state, **opposes** the adoption of the proposed Instructors Tenure Initiative Amendment which will appear on the ballot at the general election in November, 1936, for the following reasons:

1—The 1935 Legislature, reflecting the attitude of the public in favor of tenure, enacted a law which accomplishes protective and socially sound purposes of tenure and is therefore acceptable to the people, the California Teachers Association, and groups friendly to the cause of public education. It therefore would be ill-advised for the teachers of the state now to support an

amendment which would write into the Constitution objectionable features which the 1935 Legislature eliminated from the statutes.

2—Although the basic principle of tenure might well be written into the State Constitution, the current attempt to place into that Constitution tenure regulations which, as yet, have not been tried, interpreted nor adjudicated is inadvisable.

3—This amendment is poorly drawn in that it contains many obvious defects and contradictions and provides for methods of operation which are cumbersome, if not wholly impractical and impossible of fulfillment.

4—This amendment provides for an undemocratic selection of a Tenure Board. The provision that no person shall be eligible to membership on the Tenure Board unless he is a holder of a secondary credential is an unwarranted discrimination against the elementary teachers.

5—Examples of undesirable features of this amendment are:

a—Sub-section "f" provides for the election of a Tenure Board in the same manner as justices of the State Supreme Court are elected. The Justices of the Supreme Court are not now elected. They are appointed. Their terms of office are practically unlimited. Such a procedure in the selection of a Tenure Board would be most undemocratic.

b—Various sub-sections provide that the Tenure Board must evaluate the services of all the probationary teachers of the State within a brief specified time limit. In addition to this, it must conduct hearings for all permanent teachers who have had charges filed against them, these hearings to be held within the district in which the teachers are employed. It would seem to be physically impossible for this board to perform adequately these functions in addition to the many other duties provided for it in this amendment.

c—Sub-section "i" provides that in case of alleged immoral conduct, the decision of the Board of Education shall be final unless reversed by the Tenure Board, which is not even required to review the case. Such a provision denies the teacher so accused the right of court trial and appeal, a right which has been in the tenure law since its inception and which is a basic right rooted in the traditions of our people. Under such a provision a teacher unjustly charged with the most serious offense is deprived of the right to establish innocence.

d—This amendment provides that "No proceedings shall be had in any court . . . until all methods of redress herein provided for have been exhausted," and then "an appropriate action" may be begun. It will take court interpretations to determine the meaning of "all methods of redress have been exhausted" and "an appropriate action." These phrases might well be interpreted to eliminate any trial de novo in court and make possible only a review of the findings of the Tenure Board. They might indeed nullify our present section on "law and fact."

e—Sub-section "c" is in direct conflict with the present retirement law since it arbitrarily discriminates in favor of persons who may, or may not, have contributed to the fund. It favors those 65 years or over and who have taught 15 years at the time of adoption of this amendment.

f—Sub-sections "e" and "p" add two causes for dismissal not named in the statement of causes. First, the failure to sign within 20 days a statement that the teacher intends to return to position next school year, and second, the lack of funds in the district.

g—Sub-section "p" provides for the dismissal of teachers because of (1) "decrease in the number of pupils," (2) "discontinuance of a particular kind of service," or (3) "lack of funds." The governing board "may at the close of the current school

year dismiss the requisite number of instructors engaged in the particular type of instruction which is being discontinued."

h—Sub-section "d" practically eliminates the possibility of having temporary, migratory or emergency schools. It will eliminate the possibility of a substitute teacher being employed for a school year as such service automatically makes the substitute a probationary teacher.

i—Sub-section "q" provides that any teacher in a district under 850 a. d. a. may be transferred without his consent to any other equivalent position under the jurisdiction of the county superintendent and without the consent of the governing board of the district to which he is transferred. If such teacher is not satisfactory, he may be returned at the close of the year to his original position. This is not state-wide tenure but county-wide tenure for districts under 850 a. d. a.

j—Sub-section "b," paragraph 3, provides that a person who, having attained permanent tenure as an instructor in one district accepts a position as an administrator in another district, shall nevertheless be entitled to resume his permanent rights as an instructor in the original district whenever his employment as such administrator ceases.

Although opposing the proposed initiative amendment for Instructors Tenure as ill-advised and unsound, California Teachers Association reaffirms its faith in, and devotion to, the principle of tenure as a protection for teachers against unjust dismissal and political manipulation.

Respectfully submitted, Tenure Committee, California Teachers Association, E. B. Couch, Chairman.

Nicholas Ricciardi, president, San Bernardino Valley Junior College, has contributed an excellent and interesting illustrated article on the junior college of tomorrow to a recent issue of the School Executive Magazine.

His college issues an attractive and well-prepared four-page guidance leaflet for students and parents, entitled, How to Choose a College.

* * *

National Education Association will hold its Delegate Assembly at Portland June 27-July 2. A large delegation of Californians will attend this big summer meeting, where so much inspiration is secured. California headquarters will be at Hotel Benson. The California Breakfast, which is a feature of every National Education Association convention, will be held Monday morning, June 29, at the Hotel Benson.

SUMMER MESSAGE

Roy W. Cloud

THIS issue of Sierra Educational News is the last for the school year 1935-36. Vacation, with its rest, its relaxation and its change of working conditions, is almost here.

The last part of the above sentence was worded "and freedom from worry," but this expression had to be changed because many school districts do not arrange their finances so that their teachers are free from worry. And this brings a line of thought entirely different than I had expected to cover.

Twelve-Month Pay

It would be a fine procedure were every teacher in California to be paid every calendar month. It can be done. Sections 5.741 and 5.742 of the School Code provide for such a plan.

For many years, as county superintendent of schools, every teacher in my county was paid on the 12-month plan. There was no need to alter regular ways of living under this method. Regular budgets and normal conditions prevailed.

Teachers are about the only people regularly employed by governmental subdivisions who do not receive their salaries monthly.

This is not a plea for increased salaries, though, goodness knows, many teachers are grievously underpaid, when years of training, experience, and cost of education are considered. It is a plea that salary adjustments be made so that the long summer vacation with no pay-checks in sight until a month after school has reopened, may not be the nightmare that it is at present.

Salaries

This school year has seen many advancements. No California child has been deprived of his rightful opportunities through educational curtailments. Salary increments have been resumed and partial restitution has been made in many districts, of the percentage cuts which were necessary in 1932.

Changes in the school law, because of the legislative session in 1935, be-

came operative during this school year. Chief among them were the changed methods of paying teacher retirement-salary dues. Considerable confusion was experienced at the beginning of the year, but we believe that few difficulties will be found in the future. A few changes in the retirement law will be necessary to adjust these difficulties. They will be presented at the next session of the Legislature.

The retirement law, as it now stands, was prepared and advanced in its entirety by California Teachers Association. It is the hope of our officers that it will be helpful to those who receive its benefits, and sound in all of its operations.

Tenure

The tenure law, prepared by a committee of teachers and members of California Teachers Association, was enacted into law and has been in operation for a year. It is the earnest hope of those who direct the affairs of this Association that this tenure law will protect the interest and welfare of the schools of California. No tenure case has so far been brought to the courts under the application of the 1935 law.

A study of tenure made by the National Education Association reveals the fact that in California during 1935 there were 12 tenure cases appealed from the superior courts of the state to the higher courts. Seven of these 12 cases were won by the districts and five by the teachers. This demonstrates that if the trustees have any real cause for dismissing a permanent teacher they now have the full remedy under the law. Tenure is not only a protection for teachers, it is a protection for the children who attend school.

Probationary Teachers

We were exceedingly glad to learn that two of the largest districts of Southern California, which up to this year had refused to re-employ any probationary teachers when they were to become permanent, granted permanence to their successful probationary

teachers this year, thus discontinuing their previous policy.

In Los Angeles and San Francisco, the law introduced by the Probationary Teachers Association of California, which allows probationary teachers to be dismissed only for cause in those two largest districts of the state, has now become operative. San Francisco has made a practice for years of re-employing its successful probationary teachers at the completion of the 3-year term. For only one year did the great southern district of the state refuse to follow that practice, but even with the new law in effect, both of these districts may dismiss probationary teachers whose services do not meet the required standards. Although one medium-sized district of northern California this year dismissed a number of its probationary teachers, it is very heartening to note, for example, that the trustees of the Washington Union Highschool district of Alameda County, with fewer than 850 pupils in average daily attendance, at the May meeting, voluntarily granted permanent status to 3 of their teachers who had rendered faithful service.

Governor's Tax Conference

IN February, Governor Merriam called a tax conference to discuss the fiscal policy of California. At this conference, several delegates suggested that action should be taken to reduce or alter the Constitutional guarantees for public education. The proponents of this idea were unable to secure any considerable support.

It is our earnest hope that there will be no effort at the next session of the Legislature to enact proposals which would in any way seriously affect the support now given by the State to the public schools.

Teachers Conferences

At the December meeting of the State Council of Education, President John A. Sexson, California Teachers Association, inaugurated a conference procedure which, it is to be hoped, may become a regular part of the activity of this Association. The Learning Situation was the theme of the conference; 600 educators from all parts of California participated in a full day's discussion. The meeting proved to be of great worth.

As a result, several of the Sections of the Association have initiated local conferences with panel discussions which have brought forth many valuable ideas.

The State conference was not held in connection with the April meeting. The plan will be resumed in December and during the next school year.

University of California

At the April meeting of the California Council of Education, President Robert G. Sproul, of the University of California, was to have addressed the members. Duties requiring his presence in another part of the state made it possible for him to attend.

His greetings, however, were given by Dr. George C. Kyte, acting dean of the School of Education.

It is a source of considerable satisfaction to the members of California Teachers Association to know that the University of California is actively interested in California Teachers Association and its work. A still closer bond may be expected because of Dr. Sproul's interest in our organization.

Field Work

During this last year the secretary and other field workers of California Teachers Association have visited every part of the state. This has occasioned considerable effort, but the results justify the plan. Both the profession and the public are coming to realize that our Association stands for only the best practices in public education and desires to have school conditions which will be for the good of the boys and girls in the schools.

Administrative Changes

SEVERAL important changes in administrative positions have been noted. Several administrators have announced their intentions of discontinuing work in California or are seeking other locations. Among the city superintendents, Dr. Lewis W. Smith, after 8 years of exceedingly fine service in the Berkeley schools, retires from that position on the first of July. He has been succeeded by Dr. Virgil Dickson, who has been his assistant for a number of years.

A. C. Barker, for many years superintendent of schools of Palo Alto, has retired. His position has been filled by J. R. Overturf, for 12 years deputy superintendent of schools in Sacramento.

Dr. Edwin A. Lee, for 2½ years superintendent of schools of the City and County of San Francisco, will leave on the first of July for New York City, to take over new duties. Dr. Lee's success in a very difficult position has been outstanding. His superintendency in San Francisco has been marked by a spirit of harmony and progress that has delighted his friends. Dr. Lee's leave from the School of Education at the University of California has been extended for 2 years. It is the hope of his friends that he will return to California and resume his active school work in this state. Dr. Lee is succeeded by Joseph P. Nourse, for many years principal of the Galileo Highschool in San Francisco. The election of Major Nourse as superintendent of schools was hailed with pleasure by the school people of San Francisco, where his work has been so favorably known these many years.

John Napier, city superintendent of schools of Emeryville, has resigned there to accept principalship of the Auburn highschool. At Auburn, Dr. Napier follows Dr. John F. Engle, one of the oldest school executives in California, a man who has stood for the highest standards of education during many trying years in the Mother Lode section of California. Dr. Napier's place at Emeryville has been filled by Otis E. Wilson, Yreka Highschool, who several

years ago left Emeryville for Siskiyou County.

State Meetings

The educational conferences called by the State Department of Education and the various conventions have been exceedingly worthwhile. It was my privilege to attend two of the state conventions of the elementary school principals, one at Monterey, the other at San Diego. A brief report of the Monterey meeting was given in our May issue. The meeting in San Diego was held at the same time as the Round Table, a yearly feature of San Diego State College. At this year's Round Table Arthur F. Corey was president; Dr. W. L. Nida of San Diego was secretary. Mr. Corey's program was of great worth. Those who attended were amply repaid for their journey to the extreme southern part of the state. Gardiner Spring, principal Chaffee Junior College, Ontario, was elected president for the coming year. At the Elementary Principals Convention at San Diego, demonstration schools were conducted. The meetings were under the direction of Principal Harry Haw of San Diego.

The November Elections

THE matters of great concern now facing the teachers of California are the proposed repeal measures which will be voted upon at the November election.

We will send arguments to the various schools of the state, telling why the proposals to repeal the sales and income taxes should be defeated.

These taxes are not school measures; they are parts of the plan of financing our state government. Until a permanent tax commission in California has devised a better plan of state finance, both the sales tax and the income tax should be maintained and both of these amendments should be defeated.

The Instructors Tenure amendment will also be upon the ballot. We believe that it is an unwise effort to place in the Constitution of California a detailed statutory plan of teacher tenure. It is the opinion of those most interested in the subject and connected with California Teachers Association that the procedure outlined in the Instructors Tenure Amendment would not be beneficial to the schools of the state should it become the law.

All friends of education are asked to study the amendment carefully and assist in its defeat.

Full report of California Teachers Association Tenure Committee appears elsewhere in this issue.

California Teachers Association reaffirms its belief in the worthwhileness of a good teacher tenure law. Such a law is now on the statute books of the State of California. We believe that it should be given a fair trial before any changes are made.

California Teachers Association and its officials hope that every member of the Association may have a pleasant and happy vacation.

TEACHER VS. TRUSTEE

John A. Sexson, Superintendent of Schools, Pasadena

VER two thousand years ago Aesop wrote a fable about a quarrel among the Members of the Body. The Hands, so Aesop reported, took exception to the behavior of other parts, and the war was on. The moral of the fable was the necessity for co-operation. "All must work together," Aesop observed, "or the Body will go to pieces." Failure to recognize the fact of interdependence initiated a program of action, the outcome of which would, inevitably, have meant death for the Body, and likewise for the Members.

With increasing tempo all over America, we are pained to note the attitude on the part of some trustees, evidenced by their ruthless dismissal of instructional personnel, and the equally unworthy activities of individual and organized groups of teachers aimed at defeating trustees at election, curtailing their powers by legislative enactments, discrediting them in the eyes of the public by doubtful propaganda, and generally behaving as if there is no legitimate and necessary service in education which, in the very nature of our democracy, can and must be performed by laymen.

Surely there is a better procedure by which interdependence of these two groups may be revealed, and through which public education may be improved, than the present "dog-eat-dog" tactics both groups are disposed to display. This article is presented as a preliminary suggestion.

First, are there lay functions essential to the well-being of our schools? The answer is, unequivocally, yes. So long as these schools are public and are publicly supported, the public has an undisputed right to be represented in their management. This is in conformity with the basic principles and practices of our democracy. If this right is destroyed, or even seriously abridged, two of the most significant supports for the structure—public con-

fidence and public co-operation—are destroyed. This is no argument that trustees have functioned efficiently or satisfactorily. It is an argument that trustees were created to perform an essential and necessary function in connection with public education. The need for such service, efficiently performed and directed toward its original purpose, that of promoting public education as a prime service of government, has not lapsed.

Lay Functions

It is not necessary to segregate or allocate the various functions, duties, and responsibilities which must be performed by lay boards of trustees and teachers, respectively. Such efforts arouse antagonisms, provoke controversy, and engender ill-will. Nor may the whole issue be dismissed by a general statement that the relations of trustees and teachers are identical with those which prevail in private industry between employer and employee.

There is the element of public welfare and public interest which necessarily assumes an importance with respect to an institution such as public education, but which does not conceivably exist in private business. The action of both teachers and trustees must be shaped with a clear view of the public-interest factor. Anything and everything done by either must be judged as good or bad solely on the basis of its favorable or unfavorable effect upon public welfare.

Therefore, it is not conceivable that either the trustee or the teacher is justified in any action, or in the maintenance of any policy, that does not contribute to the best interests and purposes of society-at-large; there is no place for selfish or partisan interest in the public schools of America. Trustee and teacher must each help the other, and, together, both must serve the Nation.

The Loss of One's Job

Friction and bickering between teacher and trustee are, in 99 per cent of the cases, due to the discharge, or attempt to discharge, of the instructional

personnel by boards of trustees. It is the right to fire, as it is usually graphically stated by both sides, that starts the fire which threatens to consume or seriously to damage the whole structure. The loss of one's job—the failure of one's means of livelihood—the removal of that which is an individual's personal justification for his own right of existence, namely, his ability to render an acceptable and worth-while service, is a serious, if not tragic, event. This is especially true for those who serve humanity and whose contribution to social improvement lies within the areas where there are human values, human problems, and human outcomes.

Business men who experience bankruptcy or business failure are apt to emerge shaken, palsied, aged, nervously debilitated, mentally shocked, and physically wrecked. Transitory and seasonal laborers react to loss-of-job with anger and pent-up emotion which colors their whole life and conditions their attitude toward industry, government, and society-at-large. Managers and other persons occupying responsible positions stand stunned and inarticulate, holding with trembling and pulseless hands the white slip reading only, "Owing to circumstances . . . , your services will no longer be required."

Yet trustees expect that teachers will accept, with equanimity, whimsical and unreasoned discharge and loss of position, and, at the same time, enter upon their duties elsewhere under identical conditions, with the same unreasoned discharge above heads, and render loving, skillful, and enthusiastic service.

The Right to Fire

Has the trustee the right to fire instructional personnel? Legally, yes! For cause, yes! But there's the difficulty! Certainly, for cause, but what constitutes cause? The trustee's opinion that the teacher is not satisfactory? The trustee's desire to hire another? The trustee's desire to represent a new party or faction? The trustee's opinion that the teacher's political, religious, or social views are contrary to his own? The trustee's opinion that the teacher's out-of-school activities are not personally acceptable to him?

1. "Teacher" as used in this paper includes the whole instructional, or certificated, staff—supervisors, principals, superintendents, etc.

Can anyone defend the proposition that, on any of the bases suggested above, any trustee, or board of trustees, has the right to inflict, or that it may be justified in inflicting, upon a conscientious and efficient teacher, the hideous tortures of discharge, of loss of position, self-respect, security, livelihood, and that sustaining sense that one is justifying one's existence through worth-while service to his fellow men?

If it were conceivable that such practice improved the school, or were in pupil-interest or public-interest, the cost would even then seem prohibitively high. But there is no data, not even opinion, on the part even of trustees, that the privilege of firing teachers as it has been practiced has improved or could conceivably improve the school, result in better service to children, reduce the cost of education, or contribute to educational progress.

In less than five per cent of the discharges are any reasons or causes given. The inference is that there are none which would be satisfactory or convincing, if trustees were required to reduce them to writing and to submit them to public evaluation. So long as no cause for discharge is given or required, there is a reasonable suspicion that the trustees have information that justifies their action, but which they withhold from the public for what are presumably good and sufficient reasons. If this is true, and it may be, the teacher is usually quite reconciled to discharge, but if it is not true and the teacher has no consciousness of fault, but, on the contrary, does have inner assurance of good work well done, the psychological effects of unwarranted discharge are tragic.

The Scene Today

It is obvious that, if the question of instructional efficiency or teaching ability is involved, laymen could, unassisted, settle such facts. Few professionally trained persons with research facilities at their disposal now claim infallible ability to evaluate or to pass finally upon the worth of a teacher's services. Therefore, all discharges of teachers by laymen for teaching inefficiency are, *ipso facto*, based upon grounds which teachers may rightfully question.

What would the founders of our public schools say if they could behold the American scene today: distinguished teachers with long periods of efficient and valued records discharged by trustees for no reason whatsoever; distinguished superintendents of unquestioned ability and with records for long and distinguished service and valued contributions to educational progress discharged by trustees because they have dared to suggest policies for the improvement of the school system which the trustees have not seen fit to pursue; a principal who has given a lifetime of valued service to hundreds of deserving children displaced because there is an active candi-

date for his place; a principal who, after handling a thousand difficult pupil adjustments, fails to make a scholarly genius or an inspiring student out of some preconditioned delinquent, paying for his failure by the loss of his position; a teacher with a record for efficient classroom service of a high professional quality discharged because she selected the wrong boarding-house, or used the wrong shade of face-powder or a nail-polish of conspicuous tint; state departments of education conditioning the educational experiences of thousands of children, disrupted to pay political debts or in deference to divisions of religious affiliation? This is the present operation of the right to fire without let or hindrance, without even so much as a statement, much less proof, of cause.

It is no criticism of tenure legislation to suggest that it is not the best cure for such ills. It is a necessary present antidote for an unbridled abuse of a function for which there is not a line of legal evidence to show was even remotely contemplated, by those who planned for lay participation in education, would reside in a lay board of trustees. There is evidence that they contemplated that lay agencies would discharge teachers for cause—immorality, but proven, physical or mental unfitness, as shown by competent medical authority, and willful violation of law or of proper and duly enacted regulations for the control of the school, after proper proof of such infraction had been presented. Search the statutes as you will, and you can find nowhere, in no state, the slightest legal implication that the trustee has any right or any excuse for action beyond these limits.

Indeed, there is abundant evidence to the contrary. Freedom of speech, freedom to learn and to search for truth, freedom to teach, to worship, to live a decent life, to pursue happiness, to promote justice, and to serve one's fellow men are axiomatic in the laws of every state. The trustee is enjoined by numberless statutes, by solemn oaths, and by every consideration of constructive citizenship, not merely to tolerate such considerations, but actively to maintain and to support them and to protect teachers, children, and citizens generally in these pursuits.

I am old-fashioned enough to hold that trustees may and should formulate policies, rules, and regulations, and define proper practice with respect to large functions, and that teachers should observe these or accept discharge. I have no sympathy for these crusading educators who demand the right to run rough-shod over public opinion, established conventions, and well-considered local regulations, and, at the same time, expect the board and the people to accept such autocratic, high-handed insubordination meekly and docilely.

Minority Rights

I am democratic enough to accept majority rule. All I ask is the right, through the legal and legitimate agencies of a

democracy, to represent my minority opinion—and I don't want to lose my job in so doing. Were I to incite a riot or to throw a personal revolution, I would not expect the protection and support of those against whom I was proceeding.

Academic freedom is no narrow term. It is no mere slogan to be bandied about in times of excitement, crisis, and emotional frenzy. It connotes the fundamental philosophy of a free-public-school system. It is the *sine qua non* to progress. It is the only defense against tyranny, bigotry, ignorance, and the enslavement of free peoples. It is just as important in the kindergarten as it is in the university, and it is quite as much the right of the humble rural teacher as it is that of the pompous university president. Woe be to those who have been authorized by law and designated by popular choice to conserve it, if they martyr those who serve this principle.

A Sacred Calling

Teachers have a right to expect that their defense against interference, their protection against impressment, and their opportunity to serve children shall be conserved and protected by the laymen who accept trusteeship for any kind or type of school. Therefore, it is suicidal and foolhardy to seek to abolish trustees, to abrogate their powers, to injure their prestige and influence in the eyes of the citizenship, to build barriers of misunderstanding and suspicion between themselves and these men and women who implement public education and who provide the only means of attacking, democratically, the problems of education.

Teaching is a sacred calling. It must not be desecrated by the layman nor profaned by the professional. When teachers are demonstrably unfit to teach, their immediate discharge by persons or agencies competent to resolve the facts and to judge the issues is absolutely and unconditionally prerequisite to a free-public-school system and to the orderly operation of democratic agencies of education. Let no one assume that procedures which protect alike the worthy and the unworthy, the fit and the unfit, even if provoked by unspeakable abuses, are productive of progress or serviceable to good government.

TRUSTEE and teacher are members of the sacred body of public education in America. They are under inviolable oaths to promote and to serve the most sacred value of humanity—the right of the individual to an opportunity to grow and to develop to his full capacity. Once this is lost, the people are destined to enslavement, to unhappiness, to disappointment, to disaffection, and, ultimately, to revolt against constituted authority and to make justifiable demands for those inalienable rights for which mankind has historically sacrificed everything, even life itself.

The trustee has a right, and it is his obligation, to see that schools are maintained—not to maintain them in conformity with

(Please turn to Page 32)

TEACHERS CONFERENCES

*Pauline Merchant, President, Classroom Teacher Department,
C. T. A. Southern Section, Los Angeles*

In every line of endeavor the one factor above all others that has caused the profession or trade to increase in value to its members and to society has been the organization of its members into associations to promote advancement among them and to promulgate its value to mankind.

For many years trades people have had their labor unions and for quite a few, doctors and lawyers have had their professional fraternities, and now even the ministers are organized. It seems that teachers are the last great group to become really organization minded. Due, no doubt, to the fact that we are so busy with our jobs and attempting to improve our usefulness to society that we have no time for anything else. Then, too, many of us are idealists. We think that if we do our work well society will recognize and reward us.

However, there has been some few souls with vision who have tenaciously held the idea of the need of organization among us. It is because of them that we have our N. E. A., our state association, and even our locals. But with all this the question still remains

how to acquaint all teachers with the necessity of their not only belonging to, but of participating in teacher association activities.

I feel that the regional conferences referred to in Mr. Kingsley's article in Sierra Educational News (May) are doing more to acquaint teachers with the real value of our state association than any other thing possibly could. This can be the means of contacting every teacher in the state if the several sections of the association and the various departments in each section will work to that end. The Classroom Department of the Southern Section arranged its program so that it is possible before December 1, 1936, to contact every teacher in the southern nine counties.

The conferences too are enabling those outside our ranks to learn the worthwhileness of the things we are striving to do. The Riverside meeting has been reported at many P. T. A. meetings and has been written up in at least two of its publications.

What better public relations program could be imagined?

Crusaders Contest

DESIGNED to encourage a broader appreciation of the benefits of American citizenship, a public-speaking contest open to the highschool students of Northern California was announced recently by the California Crusaders, a non-partisan organization. The subject is American Citizenship—and What It Means to Me.

The contest, according to the Crusaders regional director, Samuel J. Hume, who is wellknown to California teachers, will stimulate among the youth of California a deeper realization of the qualities necessary to good citizenship.

"This citizenship project," Hume declared, "is enjoying the whole-hearted support of school authorities and teachers. Their cooperation and valuable suggestions have done much to assure the success of the contest. Officials of veterans organizations and civic leaders everywhere also have been quick to add their endorsement."

The plan of competition calls for county

and regional elimination contests. Representatives of the various highschools in a county or district will meet in a preliminary contest to determine which student shall compete in a regional meeting.

These regional meetings are planned for Marysville, Santa Rosa, Oakland, Fresno, Santa Cruz and San Francisco. The regional winners will meet in final competition in San Francisco on June 15.

The grand prize offered the winner by the Crusaders is a vacation trip to the Hawaiian Islands. The winner may also take as his guest a parent or other adult companion. The students successful in the county and regional contests will be awarded valuable trophies and medals.

* * *

Dr. Leon W. Fuller, professor of history, Chico State College, was principal speaker at a recent dinner meeting of Phi Delta Kappa XI Alumni Chapter, held at Richardson Springs Hotel, Butte County.

California Indian Folklore

F. F. Latta has produced for the people of California and for all lovers of folklore a collection of California Indian tales told during the long winter evenings before white people came to California.

In his prefatory notes Mr. Latta says: "The preparation of these simple stories has not been easy. It has taken many years of work among the few remaining Indians to obtain these legends." This statement is apparent to those who understand the reluctance of Indians to confide in those not akin to them.

The photographs used to illustrate the stories are of particular interest and are in themselves a real California history.

California Indian Folklore is adapted for use as a reference and supplementary correlated reading and history text. Mr. Latta has done a very splendid piece of work in this book. It was printed and published in Shafter, and may be secured from Mr. Latta by addressing him at Shafter.

* * *

International Study Courses devoted to various aspects of education will be one of the features of the Seventh World Conference of the New Education Fellowship being held in Cheltenham, England, the first fortnight of August, 1936. Over 2000 delegates representing some fifty different countries are expected to attend. Information can be had from the N. E. F. Secretary, 29 Tavistock Square, London, W. C. 1, England, and from Progressive Education Association, 310 West 90th St., New York.

State Board

According to recent announcement, Governor Merriam has made a total of six appointments to the State Board of Education, renaming five members and replacing one. The Board consists of ten members appointed by the Governor for four-year terms, as follows:

Term Expires

Dr. Lewis P. Crutcher, Long Beach,	
President (reappointed)	1940
Arthur W. Eckman, Los Angeles	
(new appointment)	1939
Armistead B. Carter, Bank of	
America Building, San Diego.....	1938
J. Harold Decker, 802 Fidelity	
Building, Los Angeles.....	1937
Alice H. Dougherty, 4508 Pleasant	
Valley Court, Oakland (reap-	
pointed)	1940
J. R. Gabbert, 3771 Eighth Street,	
Riverside (reappointed)	1940
R. E. Golway, Sacramento (reap-	
pointed)	1939
Daniel C. Murphy, 90 Justin Drive,	
San Francisco	1938
Mrs. Florence C. Porter, Bakersfield	1937
Alice Rose Power, 233 Claremont,	
San Francisco (reappointed).....	1939

TWO C. T. A. DIRECTORS

Elected at recent C. T. A. Annual Meeting



Ed. I. Cook

Edward Irvin Cook, dean in charge of extracurricular activities and teacher of political science, Sacramento Junior College. A. B., Ursinus College, 1907; A. M., Stanford University, 1923; Chicago Law School, 1909-11; Travel in Europe, summer, 1928; Teacher, West Jersey Academy, 1907-09; Principal Highschool, Yankton, South Dakota, 1909-11; County Superintendent, Yankton, 1912; Superintendent, Red Lake Falls, Minnesota, 1912-13; Teacher, Oroville Union Highschool, 1914-17; 1st Lieutenant, Inf., A. E. F., 1917-20; Sacramento Highschool, 1920-22; Sacramento Junior College, 1922-27.

Mr. Cook became member C. T. A. Board of Directors in 1927 and served continuously until last year.

Similar materials concerning Mrs. Pauline Merchant of Garden Grove, and Mrs. Josephine Smith of Los Angeles, new C. T. A. Directors from the Southern Section, were not received for inclusion in this issue, but, it is hoped, will appear in the September issue.

D. C. Heath and Company have published *Essentials of Business Arithmetic* by Edward M. Kanzer, James Monroe Highschool, New York City, and William L. Schaaf, Brooklyn College; 450 pages with illustrations and tables. The problems are organized around trading, manufacturing, banking, real estate, fundamental processes business practice, partnerships and corporations, and miscellaneous. The sequence is based on good psychology and on concrete business realities.



A. O. Cooperrider

A. O. Cooperrider, principal, Arcata Union Highschool, was born in Ohio. His parents moved to Nebraska when he was twelve. He taught rural schools in Nebraska two years; entered Colorado Teachers College, graduating 1900; principal at Hooper, Colorado, 1901-02; graduated University of Colorado 1904; taught history and mathematics, Boulder Highschool, 1904-7; principal, Garden Springs School, Spokane, Washington, 1907-08; attended summer session, University of California, 08, 19, 32; graduate work Stanford University 1908-09 and summer quarters 25, 26, 28; taught history and mathematics Palo Alto Highschool 1909-13; and has been principal at Arcata since then.

An International Montessori Conference will be held in Oxford, England, from August 7 to 18, 1936. The twenty-second international training course, conducted by Dr. Montessori, will be held in London in January, 1937.

* * *

Dr. Lyman Standley, principal, Burbank Junior Highschool, Berkeley, has been elected recently as representative, District 2, Phi Delta Kappa. Dr. Standley served as member of the national reorganization committee of that body and is widely known in educational circles in Northern California.

Ordeal by Hunger

George R. Stewart, jr., of Berkeley, California, has produced an interesting, well-told and amazingly thorough account of the ill-fated Donner party in *Ordeal by Hunger*, published by Henry Holt and Company, New York.

The historical background, conditions in 1846, when the westward journey occurred, and the personnel of the covered-wagon train are all featured. Mr. Stewart has apparently spared no effort to make his story accurate in every detail.

Without a thorough knowledge of the Donner party and its thrilling experiences it is not possible to understand one of the most important phases of California's pre-mining history. The illustrations are taken from early day paintings.

* * *

Carcajou

Caxton Printers of Caldwell, Idaho, issued a new publication, *Carcajou*, by Rutherford G. Montgomery. It is the story of the wolverine, the bandit and freebooter of the Northern woods. The wolverine is an animal of tremendous strength, and is as fast as his cousin, the weasel.

All lovers of nature will enjoy this copiously illustrated book. It should be in the school libraries.

* * *

In simple language, the authors of *Kites and Kimonos*, of this storybook equally attractive as a third- or fourth-grade supplementary reader or as a children's book for pleasure reading, relate the every-day experiences of two Japanese children, Momo and Takashi, who live in modern Tokyo. They celebrate the important festival days, and they learn about silkworms and the making of pottery.

Beautifully illustrated with photographs and the drawings of a Japanese artist, the book by Elinor Hedrick and Kathryn Van Noy, presents with unusual accuracy the true spirit of the Japanese people. Published by Macmillan.

* * *

The World Youth Congress, to be held in Geneva from August 31 to September 7, 1936, announces its agenda through the Secretariat, 46 Route de Ferney, Geneva, where particulars can be obtained. Among the subjects are: Youth and the Community; Nations and the League of Nations; the Economic and Social Organization of the World; Youth and the World Society; Youth in the Economic and Social Order; the Moral, Religious, and Philosophical Bases of Peace; the International Duty of Youth, including ways and means of common action and mutual aid on national and international planes.

SECONDARY PROGRESS

PROGRESSIVE MOVEMENTS IN THE NEW SECONDARY SCHOOL PROGRAM

*Ethel Percy Andrus, Principal, Lincoln Highschool
President, California Association of Secondary School Principals*

TODAY all normal boys and girls of highschool age automatically go to highschool. Intellectual competence is not demanded; chronology and social need are the only requirements. When necessary, society even compels its youth to attend because it maintains that the school has something of value to give them, which will in turn benefit society.

If the school is to realize this trust it must be as vital, as contemporaneous, and as adaptable as are the other effective teaching agencies of today—the radio, the screen, and the press. Unlike them, however, the school must subordinate itself to its pupils and strive unceasingly for the individual's good and for the good of society as a whole.

The difference between today and two decades ago lies not in a change of intelligent purposefulness on the part of educators but in the type of youth we serve and the world in which that youth is living. The bright boy or girl college-bound is now only a fraction of our pupil population. Re-organization of the secondary school can adapt our curricula and our instructional methods to the new personnel, can enrich the pupil's social life, but to be successful the school re-organized needs the essential ingredient, the master teacher and his influence.

Hand of the Dead

But even the resourceful teacher finds himself hampered in his new service by the old equipment, academic standards and curricula planned two decades ago for college entrants. Industrial revolution and shifts in social patterns have given the schools a new educational problem. The inflexible old answers we find are not adaptable to this changed society and won't work.

The school knows what society expects of it: better and wiser and more competent and more co-operative young men and women. It knows what the higher institutions demand of its graduates: broad interests, scholarship and character. It knows what industry requires of its initiates: strength, positive values in character and service.

It realizes that it can no longer limit itself to the stimulation of intellectual activity. The school must serve all youth, must challenge each to his highest practicable degree of physical and mental fitness. In addition it must broaden their interests, help them build constructive personalities and sterling characters, and develop in them what Bryce calls "a passion for democracy."

Local Adaptations

Each school will develop its own program, significant for its own pupils, its purposes and its local conditions, but certain common needs must be met. One of these is the conviction that youth needs security, recognition and regard. The highschool boy and girl needs somewhere in the complexities of social living a place called home, someone who knows them, likes them, is willing to take time to understand them, to applaud them when they are deserving, and to challenge them when they are weak.

I. These boys and girls need to form friendships and establish desirable habits of social intercourse. They need to develop a common devotion and loyalty to school and to society. They need to be freed of fears, fears of prejudice, of superstition, of external controls and coercion. They must become a part of the perpetual struggle to preserve freedom of self, of movement, and of opinion and expression. They must learn as individuals to prize the conquests of democracy, equality of opportunity, justice, and tolerance and to accept responsibilities and duties.

They must grow in control and pay their obligation to human society by finding a joyous satisfaction in sharing and in service. All these are problems which boys and girls must solve for themselves if they are to be themselves happy members of a family and a democratic society and if they in turn will intelligently safeguard these essential guarantees of a democratic state.

Abraham Lincoln Highschool in answering these needs enrolls each of her pupils in a

continuing social group, homogeneous because of the nature and needs of its members, continuing often with the same teacher throughout the pupil's four years of highschool. Youth learns to succeed in continuing worthy human relationships, and to participate in and to contribute toward matters of social concern. Social Living, a two-hour daily companionship activity, is interpreted by its name. Pupils live and work together, seeking a mastery of their mother tongue, learning something of the way they themselves think and live and how other people live and think. Literature, social questions, and their own problems of social living are their main challenges. Tied in with Social Living are also cultural contacts with art and music, the pupil's recreational activities and after-school parties.

II. Youth needs to be intelligently informed of its physical environment, to be free from superstition, to see and understand the relation between cause and effect, to feel awed but secure when faced by the mysterious complexities of nature and of technology. To serve these needs Lincoln requires of her pupils general science.

Science teachers at Lincoln are working on such a course covering three years, following major trends through the various science subject areas, such as the problem of friction, of adaptation to environment, and of attraction and repulsion. The last, the fourth year, is elective and in it there will be offered specialized personal interests in the science field.

III. One-third of the day is given over to such activities as may be found in the fine arts: graphic decorative, and plastic art, music, literature, dramatics and speech, activities chosen by the pupil. They may be pre-occupational-commercial, household or industrial arts. They may be in any combination of academic sequences. These two hours daily tend to develop youth's unique powers and to explore and broaden his interests.

Physical Education Paramount

IV. Youth needs to be healthy, vigorous, and un-self conscious. Daily the Lincoln pupils are enrolled in physical education. Training in posture and walking are as truly a part as are spirited contests played on the field. During the fall season the department conducts organized play in touch football, and tennis; during the winter in basketball and volleyball; and during the spring in baseball, track and golf. Recreational activities and sports are offered all upper grade pupils twice a week. Social dancing, archery, pingpong, deck tennis, badminton, table-tennis hold high scores for popularity.

The daily program that Lincoln has evolved continues through the pupil's entire course:

- (Two hours) Social Living
- (One hour) General Science (the last year is elective)
- (One hour) Physical Education
- (Two hours) Elective:
 - Occupational Sequences, or
 - Academic Sequences, or
 - Mathematics and Languages for college preparation or
 - Any combination of the above.

Next business-education conference will be held in Fresno, April 3, 1937.

The pupil's social program is tied up with his Social Living activities. If he

desires to join a school service organization, he originates his program there; he represents in it his continuing social group. Parties are scheduled by these groups, a teacher of social activities requiring of each party the same standard of decorum and social refinement. Boys and girls under direction learn the social arts of entertainment and enjoy the pleasure of each other's company.

Instructional techniques are necessarily changing. The library is decentralized into class groups with the class teacher in attendance. Traveling book-shelves give variety of library fare in place of the former uniform text. Visual aids are widely employed. Lectures, displays, excursions, free reading, projects all are used as they seem needful to the able teacher to vitalize his offering. Pupil participation in planning and direction in performance are on the increase.

IN accepting its challenge, education in the secondary school has become intimate, personal and gracious. It has geared itself to the pupil's interests and powers, handling fearlessly the problems that worry adolescence: money, personal attractiveness, health, recreation and manners, but at the same time challenging its boys and girls to extend themselves intellectually, to develop a point of view and habits of mind that promise clear thinking and sound judgment, to accept for themselves social responsibility, to develop positive traits in character and personality, to broaden their interests, and to grow in friendship and in truth.

* * *

Vocational Forestry

*I. V. Funderburgh, Principal
Lassen Union Highschool and Junior College*

LASSEN Junior College, located in Susanville, Lassen County, incorporated in its program last year a course known as a technical institute course in forestry. It is a practical training-course in the management and utilization of the forests and forest products. The main objective of the course is the training for vocational employment in the forest service, lumbering industry, and related fields.

This junior college is located in a community supporting three large lumber mills. The headquarters of the Lassen National Forest is located in Susanville, as is also one of the forest service nurseries. These factors together with the immediate accessibility of extensive timber lands, makes possible a practical course in forestry in a natural forest and lumber laboratory.

The occasion for the establishment of this new type of training arose out of a felt need for some vocational training in this field in this particular community. The program was organized with the assistance of J. C. Beswick, chief, State Bureau of Trade



• Trail building (left) and transplanting in the forest service nursery (right); vocational forestry course at Lassen Junior College.

and Industrial Education. Many helpful suggestions have been received from Professor M. E. Kreuger, Forestry Division, University of California, and Dr. Merton E. Hill, University Director of Admissions.

The program of the students enrolled involves a full day. Approximately 30 hours per week is spent in recitation, research, and field work. The course is arranged so as to meet the requirements of the State Department for reimbursement from state and federal funds. Although the course is planned and carried on from a strictly vocational viewpoint, yet the university officials have given assurance that most of the work will be recognized by the university toward the junior certificate. Opportunity will be given our graduates to take such examinations as they may wish in the advanced courses, thus gaining considerable credit in the university toward advanced study. The course as outlined leads to graduation in two years, with the title Associate of Arts.

The work offered in this course consists of certain so-called foundational work and the strictly departmental work. The former includes such subjects as forest botany, applied mathematics, applied speech, general bookkeeping, etc. The courses in forestry include general forestry, forest protection, forest engineering, lumbering, wood technology, forest mensuration, range management, silviculture, dendrology, etc. Algebra and plane geometry are required, and advanced mathematics and chemistry and physics are strongly advised, in the highschool program.

A special feature of this course is the advisory committee appointed by the board of trustees. This committee consists of the managers of three lumber mills, the forest nursery superintendent, the Lassen National Forest Supervisor, and the county farm adviser. To this group is entrusted the selection of the instructor, determination of the content of the course, and general supervision of it. The committee meets frequently and advises with the school officials.

The instructor, Gale M. Whitchurch, is a graduate of University of Minnesota school of forestry and has had eight years practical experience in forest service work and lumbering. He is assisted by the regular members of the college faculty in the foundation and related courses.

This new course is proving quite popular in the local community, and indications point to a large enrollment next year from all over the Pacific Coast.

Tenure

THE National Education Association has issued the report of the Committee on Tenure. This report contains material of very considerable interest and outlines the various tenure decisions which were given in the United States during last year.

An interesting item is in one of the tables, showing that in California during 1935, thirteen tenure cases were carried to the higher courts. Of the thirteen, five were decided in favor of the teacher and eight were decided against the teacher.

From 1932 to 1934 twenty-four cases were appealed to higher courts. Twelve of the cases were decided in favor of the teacher and twelve in favor of the district.

The report of the committee may be obtained by writing to National Education Association, 1201 Sixteenth Street N.W., Washington, D.C.; price, 25 cents.

* * *

California Gold

MARY BENNETT RITTER of Berkeley, out of her own life and from the experience of her family, has written a story of old California, of more than passing interest.

That the reader may have a background of understanding, Dr. Ritter opens her book with a description of her family and their home in the East. From diaries she then paints pen sketches of the trip across the plains, mining in Sonora and the early days of Gilroy.

An account of life in Los Angeles in 1872 and a trip down the Coast to that little village and back through the Central Valley, are also taken from the family diaries.

In the experiences of one of the earlier medical women, and virtually the first dean of women in the University of California; in aiding her scientific husband to establish an Institution of Biological Research; and in world-wide travel, there is a flavor of pioneering throughout the entire book.

More Than Gold in California is not only an interesting account of the State's life from 1849 to 1933, but is a valuable addition to the history of California and will be of real worth in any library. The book may be obtained from book dealers or from the author at Hotel Claremont, Berkeley.

Mrs. Florence S. Taggard, formerly a teacher in Pleasant View rural school, Tulare County, has made a special study of Mexican school children. She reports that while there are numerous eager, alert and conscientious pupils among the Mexicans, there are also those in whom a natural inertia neutralizes much of the work done by the schools for the purpose of Americanization.

She reveals that, following the cotton-picking season, the tiny savings are quickly spent to buy beans and flour. There is not enough for bread and meat and fruit for school lunches. The teachers brought extra lunches for these hungry and underfed Mexican children, she states.

* * *

TEETH

A SCHOOL DENTAL CLINIC

*Sherman H. Freeman, Principal
Perris Union Highschool*

PERRIS Union Highschool is strictly a "rural" highschool. Its district is composed of nine elementary districts and it requires five bus lines to carry the pupils to and from their homes. This wide-spread distribution of the pupils has its advantages, but it also has many disadvantages.

One disadvantage has been the cost of transporting pupils. From one-fourth to one-third of the total expenditures of the school have gone for this purpose. This has left reduced amounts available for other services to the pupils, ultimately resulting in fewer special services that could be provided for the pupils of the school.

In such a situation—a small rural school with reduced financial resources—it might seem strange to encounter a dental clinic, with a specialist in children's teeth in charge, operated for the benefit of the pupils of the schools of the district. There it is, however, and it is being used and appreciated by boys and girls who might otherwise not have had an opportunity of having their teeth examined and treated. It is making the people of Perris Valley "tooth conscious," and is of the highest value to this territory in better teeth and improved health.

The story is an interesting one. Celia Crosse, school nurse, provided the drive and inspiration needed to awaken the power of the parent-teacher organizations, and together they put over this splendid idea. Miss Crosse "wished, worried, and worked." She had a splendid stroke of luck in finding Dr. Louise Long, a specialist in children's

teeth, retired from active practice, her hands eager to demonstrate their old skill, and now living in Perris Valley. Dr. Long is also public-spirited and intensely interested in young people and their problems, especially teeth, as she knows so much about them.

A room was found in the highschool building. It was the old administrative office, abandoned since the "fire" (a historical incident in the life of all P. U. H. S. students), and the building of the new administrative unit of the school. This office pleased the dentist very much. As soon as the arrangement of the materials was begun, there appeared a gleam in the doctor's eye and she could scarcely leave the office long enough to care for her other duties.

Equipment was in San Diego, and transportation costs money. This caused considerable worry for a time. It was finally solved by Miss Crosse's determination, some time and thought, and considerable effort on the part of everyone concerned. Now, as one walks into the old room, the appearance of a modern dentist's office occasions a start of surprise to a first time visitor. Water, gas, and electric connections were needed to complete the arrangements. After a few "benefit" entertainments presented by the P. T. A., all was in readiness for operation.

The clinic has now been in operation for several months. Dr. Long is in the office two days, Tuesdays and Thursdays. The first consideration was a thorough examination of the teeth of every child in the schools of the district—elementary and highschool. A report was made to the parents of the condition of the child's teeth, specifying what needed to be done and the cost.

Emergency cases were next cared for. Any emergency work is still cared for at any time it is needed. After these urgent conditions were cleared away, the others were planned so that all pupils would be given an opportunity to have their teeth put into the best of condition.

The Clinic Is Popular

Day after day, cars have been driving into the highschool grounds with elementary school pupils. Not long ago two cars arrived at 9 o'clock with 10 pupils. One of these cars was driven by the teacher of the Menifee elementary school, the other by a mother of one of the pupils. They carried the entire student population of the school, bringing them to the clinic for dental work. Most of this work was on "temporary" teeth, and if the clinic had not been established, most of it would not have been done. Such scenes as this are being enacted day after day. The work being done is of incalculable value to the health and future lives of these young people.

To date, many hundred examinations have been made, and several hundred children have had their teeth treated. Following

is a schedule of the prices charged for work done:

Examinations, free.
Registration fee, 10 cents.
Extractions (first teeth), 50 cents.
Cleaning (grammar school), 50 cents.
Cleaning (highschool), 75 cents.
Fillings (first teeth), 25 and 50 cents.
Fillings (permanent), 75 cents.
No gold work.

A complete tabulation of results, however, cannot be given. A numerical count of fillings, cleanings, etc., is a very poor beginning for a consideration of the benefits derived from this project. Future health improvement cannot be calculated, nor can the increased interest in teeth, health, personal appearance, or development in personalities be estimated.

Valuable Community Service

One must picture the entire situation of a scattered rural population very poorly served by dentists and so giving little thought to the possibilities for good or evil involved in proper care or inadequate attention to the teeth. This service has brought to the attention of the patrons of the Perris Union Highschool District the importance of one's good teeth as no other method would do. Both adults and school children are more "teeth conscious" now than ever before in their lives.

One more feature of the operation of the clinic remains to be told. Through co-operation of the various P. T. A. organizations throughout the district, pupils who need dental work and cannot afford the small charges are provided with the needed care at no cost to themselves. However, parents have seen the value of the work and most of them have been able and willing to make the necessary sacrifices to pay for what has been done. Comparatively little of the burden has been borne by the organization, even though they have committed themselves to the ideal that no child who needs dental work shall be deprived of it.

This is the story of a co-operative effort which has benefitted all who have participated. Pupils, parents, P. T. A. organizations, schools, and other individuals and organizations who have helped have all shared in the bountiful harvest of good which has resulted.

And if this example of community co-operation serves as an incentive for similarly-located groups to "go and do likewise," it will have conferred still another blessing upon humanity.

U. S. History

Ginn and Company has issued *A History of Our Country*, a textbook for highschool students, by David Saville Muzzey, professor of history, Columbia University. It covers all phases of the history of the United States, with a short account of its European background. The volume is of great merit and typographic charm.

PUPIL'S HEALTH

SCHOOL DISTRICTS AND THE HEALTH OF PUPILS

Alfred E. Lentz, C. T. A. Legal Advisor, Sacramento

THIS article has to do only briefly with whatever rights and duties a school district, through its governing board or other public school authorities, may have to provide for the health of the pupils of the district. No attempt will be made to discuss the rights and duties of school districts relative to injuries to pupils. This question will be made the subject of a subsequent article.

The most prominent of the duties of a school district in this respect is that of establishing and maintaining courses in physical education under the law (School Code sections 3.730-3.747) which requires every school district to establish and maintain courses in physical education under the conditions set forth in the sections and requires every pupil enrolled in the day schools of the district to attend upon such courses for the length of time prescribed, excepting only such pupils as are, or may be by school district authorities, properly excused therefrom.

In the case of elementary pupils, those suffering from a physical disability may be exempted from attendance upon such courses. In the case of highschool and junior college pupils, those regularly enrolled in a highschool cadet company are exempted from attendance upon such courses, and those suffering from a physical disability may be exempted from attendance upon such courses.

To protect to some extent pupils from contact with disease and other dangers to their physical well-being, governing boards of school districts are authorized by law to exclude from school children suffering from contagious or infectious diseases, or who have such a physical disability as to cause their attendance to be inimical to the welfare of other pupils (School Code sections 1.11 and 1.12).

The governing board of each school district is required to provide a sufficient, convenient and healthful supply of water for each school in the district. Should the board refuse to do so, the county superintendent of schools must do so at the cost of the district (School Code section 6.5).

Abatement of Nuisances

Nuisances in or about school premises must be abated by the governing board of each school district upon demand of the county superintendent of schools if such abatement can be had at a cost of not to exceed \$50 and the district has sufficient funds (School Code section 6.10). The county superintendent of schools may also require the governing board of a school district to provide suitable outhouses, and if the board fails to do so, the county super-

intendent of schools may provide such facilities at the cost of the district (School Code section 6.11).

The law takes cognizance of the importance of the health and physical development of pupils by providing that governing boards of school districts must give diligent care to the health and physical development of pupils and, where sufficient funds are provided by district taxation, employ properly certificated persons for such work (School Code section 1.100). Authority is given governing boards of school districts to provide for the proper health supervision of buildings (School Code section 1.101).

Inspection and Examination

For the purposes enumerated in the paragraph next above, the governing board of every school district is authorized to employ, as physical inspectors, physicians, teachers, nurses, oculists, dentists and optometrists, each of whom must hold the credentials required by law. The governing board of each district may provide for the physical examination of all pupils enrolled in the schools of the district except where the parents or guardian may object to the examination (School Code sections 1.120-1.121). Upon examining any pupil, the physical inspector making the examination, or his assistant, must report any physical defect or defects of the pupil to his parents or guardian and request that such action be taken by the parents or guardian as will cure such defect or defects (School Code section 1.122).

The provisions of law just referred to have been held by the Attorney General to authorize a dentist employed by a school district as a physical inspector to do professional operative work, such as extractions, fillings and treatments, upon a pupil, with the consent of the parents or guardian of such pupil, the cost of such work being a proper charge against the funds of the school district (Attorney General's opinion number 8198).

Practice in the Schools

The Attorney General has also held that with the consent of the parents or guardian of the pupils involved a physician, nurse, oculist or optometrist employed as a physical inspector may actually practice his profession in the public schools at no cost to the pupils and at the expense of the school district (Attorney General's opinion number 4230, construing Political Code section 1618a, since repealed, the text thereof being incorporated in School Code sections 1.100 et seq.).

PHYSICAL inspectors have an important function to perform with respect to school buildings. In the event a physical inspector notes any defects in plumbing, lighting, heating or other defects in a school building which tend to make the building unfit for the proper housing of children, he must report the fact at once to the governing board of the school district. If the board fails to make the needed corrections within fifteen days after it has been reported, the physical inspector must report the fact to the county superintendent of schools, who must proceed to have the defects corrected in the manner provided by law (School Code section 6.14).

Going further, the Attorney General has held that the governing board of a school district has the authority to require pupils to comply with reasonable rules of the board having for their purpose the preservation of the pupils health, as, for example, requiring pupils using school showers to bathe their feet with an antiseptic solution provided by the district to prevent the spread of ringworm of the feet under penalty of being refused permission to use the showers (Attorney General's opinion number 7741).

Further, the governing board of a school district may enforce a rule providing that a pupil absent from school for five days or more due to illness must obtain a permit from the school nurse or other designated person before being readmitted, and, if good cause exists, the board may require a physical examination of such pupil (Letter opinion of Attorney General, February 1, 1934).

Superior Authority

In so far as the health of pupils is concerned, however, the authority of public health officers is superior to that of governing boards of school districts. Thus, the public health authorities may during an epidemic examine during school hours the pupils of the district with or without the consent of the governing board of the district for contagious or infectious diseases, but no pupil may be examined without the consent of his parents or guardian. However, a pupil believed by the public health authorities to be affected with a contagious disease may be barred by the public health authorities from attending school for the duration of the epidemic (Attorney General's opinion number 7543).

The State Board of Health under Political Code section 2979 appears to have sweeping powers relative to the maintenance of public health, including control over health conditions prevailing in the public schools. The exact extent of the power of the State Board of Health in this respect does not appear to have been definitely fixed.

Some recognition, too, has been taken of the fact that the health of pupils may be

dependent upon the health of their teachers. No person may, under the rules and regulations of the State Board of Education, be employed until he proves to the satisfaction of the Board that his physical condition is such as will not endanger the health of the pupils with whom he may come in contact.

Inspection of Employees

It would appear to be well within the authority of the governing board of a school district to require employees of the district at reasonable intervals to submit themselves to a physical examination for the protection of the health of the pupils of the schools of the district. Certainly, there can be no doubt but that a teacher suffering from a physical condition dangerous to the health of pupils can be barred from teaching until the condition is remedied. It is for this reason that we find provision made in the School Code relative to the granting of leaves of absence to teachers and other certificated employees on account of illness (School Code sections 5.721 and 5.750).

ITHER requirements relative to the health of pupils are found in Rules and Regulations of the State Board of Education. School boards, superintendents, principals and teachers are responsible for the sanitary, neat and cleanly condition of the school premises (Rule III [E]). Principals and teachers are required to give vigilant attention to the ventilation and temperature of school rooms (Rule III [F]). Governing boards of school districts are required to follow regulations which have been or may be established by boards of health having jurisdiction regarding sanitation of books and destruction of books contaminated by contact with contagious diseases (Rule V [D]). Pupils must be personally clean before entering school each day, and each school building must be equipped with sanitary equipment for personal cleanliness (Rule VI [D]). Pupils infected with any contagious disease must not be allowed to remain in any public school (Rule VI [E]. See also School Code section 1.11).

Suitable provision must be made for an adequate supply of pure water for each school and the governing board of each district is responsible for the cleanliness of school wells and water sources and containers (Rule VII [B]. See also School Code section 6.5.) Adequate separate toilet facilities must be provided for each sex, and all buildings and grounds must be maintained according to the regulations of the board of health having jurisdiction over the school district (Rule VII [C]).

This article has sketched briefly the scope of the protection afforded the health of public school pupils. It is evident, even from such a brief survey, that if the public school authorities meet the requirements of law, and if advantage is taken by the authorities of the powers granted them by law, the health of public school pupils can be amply safeguarded.

POSTURE

Philip B. Attwood, Physical Science
Healdsburg Highschool

THIS project was suggested by Doris Petty, girls athletic director of the Healdsburg Highschool. Wishing to study the postures of more than 200 girls in her department, she came to the photographic section, Science Club, to see how posture pictures could best be taken.

It was at first thought that moving-pictures would be most satisfactory. They were abandoned, however, in view of the cost of film, and the fact that a camera was not immediately available.

The silhouette picture was selected as a substitute. Its advantage from a cost standpoint was obvious. Further, each student's picture would be available without the necessity of darkening the room and running the projector. The disadvantage is that a still picture would show the posture only at the instant of taking.

A committee of three pupils was appointed to see what arrangements could be made for taking the pictures, and to take a few experimental "shots." With little suggestion from the instructor the committee devised an arrangement that proved very satisfactory. A doorway was covered with a single thickness of bed sheeting, behind which, at a distance of two-and-a-half feet were placed two, 1000-watt flood lights, borrowed from stage equipment. One light was about shoulder height; one a little less than knee level. The subject was posed directly in front, on the sheet-covered doorway. The camera was placed beyond at a distance that gave the largest complete figure in the view finder.

The camera used was a 1A kodak junior with a single meniscus lens; taking a $2\frac{1}{4}$ by $3\frac{1}{4}$ inch picture. This camera was chosen because it used the cheapest film of any available. The film cost was further reduced, without detracting from the picture, by fitting the back of the camera with a thin aluminum screen which made it possible to take 16, $2\frac{1}{4}$ by $1\frac{1}{8}$ pictures on a roll.

After some experimenting it was found that best results were obtained by opening the iris diaphragm to its full extent, setting the shutter at "bulb" and giving a guessed exposure of about one-half a second. Although a number of different operators worked the camera, the latitude of verichrome film was sufficient to give remarkably uniform negatives.

The cost of each picture produced was 2.13 cents for film and paper, taking 16 pictures on a regular roll of

No. 120 film and printing four of these pictures on a post-card-sized sheet of Azo paper.

The developing and printing was done by the photo-committee chairman, using the club's supply of developing and fixing solutions. Since the ingredients of these solutions are purchased in fairly large quantities, no exact cost record was kept, but the total could not have been more than 25 cents.

Since it would be difficult to certainly identify each picture, a numbered list was kept, each student's name being written in as the picture was taken. The film rolls were numbered as they were removed from the camera and kept in order until developed. Each negative was then numbered to correspond with the list, before the film was cut.

Much Correction Needed

In taking the pictures it was found that the regulation gym-suit did not produce a good silhouette, the starched blouse being particularly masking to the true posture. This difficulty was overcome by substituting student-owned bathing-suits, which proved to be entirely satisfactory.

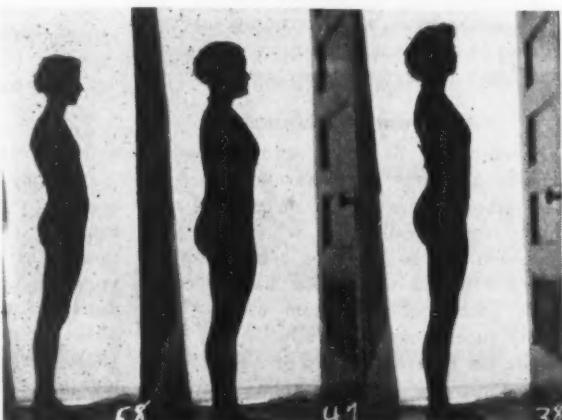
A casual glance at the series of pictures reveals a large variety of postures, many in obvious need of correction. The individual pictures have proved to be of more value in making this need clear to the student than any amount of talking and demonstration. Each student now has a definite starting point for improvement and a concrete standard by which to measure her present condition.

A decided interest in posture has been developed among the students and to some extent among their parents.

Second Series of Pictures

It is hoped that it will be possible to re-photograph all the girls during the latter part of the school year, so that each one will have two pictures showing clearly and objectively the results of corrective measures undertaken.

• Three silhouette snapshots of posture



SECONDARY INTEGRATIONS

INTEGRATIONS BETWEEN HIGH SCHOOL AND JUNIOR COLLEGE

John W. Harbeson, Ph. D., Principal, Pasadena Junior College

THE Junior College years have been recognized both in theory and practice as an integral part of the secondary school system. They carry to completion, insofar as is feasible before specialization or professional study, the program of general education which has been started in the junior and senior highschools.

The hard and fast boundary line which has traditionally separated the highschool and junior college is wholly artificial. The educational experience of the secondary school student is continuous and there can be no defensible separation between the twelfth and thirteenth grades. Said Professor Harl R. Douglass in an address before the department of secondary school principals of the National Education Association at a meeting recently held in St. Louis:

"The two year junior college which has been increasing so rapidly in number in the last twenty years is not the type of institution the original proponents of the junior college idea had in mind and is not fulfilling several of the major functions which it was brought into being to serve. While badly outdistanced in popularity by the two-year decapitated college, the four-year type of institution, including grades eleven, twelve, thirteen and fourteen, is by its very nature better fitted to accomplish the reforms intended by the extension of secondary education in the local community."¹

Everyone recognizes, of course, that general education is a continuous process from birth to death and in reality never ceases. The transfer from general education to specialization on the completion of the junior college is but a shifting of emphasis justified solely on the grounds of expediency. There comes a time when economic and social consideration necessitates a preparation for vocational adjustment and this conveniently falls at the completion of the junior college.

The articulation of the highschool with the junior college may take place through any combination of grades covering a three to a six year span. For purposes of greater homogeneity some may prefer a union of the twelfth, thirteenth and fourteenth years. For convenience of administration in small communities much can

be said in favor of a six year unit embracing grades nine to sixteen inclusive. For communities of moderate size, however, experience is demonstrating that the most feasible unit is the four-year junior college including grades eleven to fourteen. For most communities it affords the best conditions for the removal of unnecessary overlapping and duplication and facilitates the maximum integration between high school and junior college years.

Underlying Philosophy of Highschool and Junior College Integration

The underlying philosophy of highschool and junior college integration may be summarized in the following major propositions:

1. The freshman and sophomore college years are a logical part of the secondary school system, rather than of the standard college or university.
2. Being secondary in character, these years should be closely articulated with the rest of the secondary school system.
3. The most efficient and economical articulation is the union of these years with the eleventh and twelfth grades as a single four-year institution.
4. This junior college, as the top-most unit of the public school system, must be neither traditional highschool nor traditional college, but must develop character and individuality of its own, with methods and policies adapted to the ages with which it deals.
5. The four-year junior college is an institution of sufficient size and span to be a complete unit in itself. It is not a fractional part of a standard college transplanted from its native habitat into the local community.
6. The twelfth grade is not a logical stopping place, inasmuch as it falls two years short of the completion of the secondary span.²

Current Practices with Respect to Highschool and Junior College Integrations

IN order to ascertain current practice a questionnaire was sent to all junior colleges in California and to four junior colleges in other states,

from which 38 replies were received. Of this number 16 reported significant integrations, 5 reported minor ones and 17 reported entire separation between highschool and junior college years.

Among the 16 junior colleges having established significant integrations was found the mingling of highschool and junior college students in almost every department of the curriculum. For most of this work college credit was given to twelfth grade students and was recognized by standard colleges and universities. In this way undesirable overlapping and duplication between highschool and junior college curricula have been removed. Other forms of integration include unified student government and joint participation in social, athletic and forensic activities. One dean reports as follows:

"Matters of integration are handled in the same way in which they are handled in a four-year college. All social, forensic, dramatic and athletic activities and student government are participated in by highschool and college students alike. Frequently teachers and sponsors of activities do not know their highschool students from their college students."

The practice of permitting highschool seniors to enroll in junior college classes for college credit is full of practical significance. In a recent study of 500 highschool graduates enrolled in Pasadena Junior College the writer found that, whereas 16 units were sufficient for highschool graduates, the recommended group had completed 18.34 units in the highschool or more than one full semester of surplus credits and the non-recommended group had completed 17.3 units.³ How much more of a challenge it would have been to these young people, to say nothing of the saving of time that might have been accomplished, had they been permitted to take this surplus work on the college level!

Minor Integrations

The minor integrations reported by the five junior colleges referred to above included such activities as participation together in bands, plays and assembly programs, the occasional enrollment of a highschool student in a college course for highschool credit by special permission and co-operative practices of a guidance character with neighboring highschools. A considerable number of the seventeen junior colleges reporting no integrations were located on separate campuses where no integrations would have been possible. An examination of the reports of these 38 junior colleges, however, would convince any open-minded observer that extensive integrations are not only feasible but highly desirable. The old question—"can highschool and junior college students mix?" has, by the process of experimentation, been given a decisive answer in the affirmative.

1. Quoted from the "Gist"—Publication of the convention.

2. John W. Harbeson: The Pasadena Junior College Experiment. The Junior College Journal. October, 1931. Pp. 4-10.

3. John W. Harbeson: Classifying Junior College Students, Pasadena, California. 1931. Page 42.

A Suggested Plan for Highschool and Junior College Integration

THE 6-4-4 plan has provided the best conditions for the integration of highschool and college work. It reduces the breaks in the student's educational career to a minimum and guarantees units of sufficient length and size to provide rich curricular offerings and extensive student body activities. In the four-year junior college there is no more separation between the twelfth and thirteenth grades than between any other two years of the secondary school.

The eleventh grade must be interpreted as an adjustment year in the four-year junior college. It is a long leap from a junior highschool to a college situation and the gap cannot be bridged without a comprehensive program of orientation. The student should be put under as extensive surveillance and supervision as he received in the junior highschool. Everything possible must be done during the period of freshman orientation to insure the habit of success before the student is admitted to the full freedom of a college atmosphere.

The question has sometimes been raised whether, in view of these facts, the eleventh grade properly belongs in the junior college. The answer is that in all four-year institutions the freshman class must be made an adjustment year and if this policy were not pursued in the eleventh grade it would have to be applied in the twelfth. Virtually all colleges pursue an orientation policy with respect to their freshman classes which restrict to a certain extent the freedom of the student until he has attained his bearings. Many colleges deny the right to join fraternities and insist on dormitory life during the freshman year. The policy of separate and limited athletic participation and frequent checks on scholarship and reports to parents are but parts of the same general plan of freshman orientation. It may be concluded, therefore, that it is not inconsistent with general policy to put the eleventh grader in a four-year junior college through an orientation and adjustment program.

Having passed the freshman orientation year, however, it has been demonstrated, wherever tried, that the twelfth grader is capable of complete adjustment to a genuine college situation. Four-year junior colleges are a unit in reporting that their twelfth grade students are capable of using wisely, and are granted, the full freedom of any college campus. This implies the assumption of personal responsibility for their educational careers, the right of participation in all college activities and enrollment in college courses for college credit. It is indeed possible that the next significant step in four-year junior college development will be the elimination of all traditional twelfth grade offerings and the opening of regular college classes to the twelfth grade student.

If I Only Could

Claude Downing, Teacher, Lafayette Junior Highschool, Los Angeles

If I could spread before the eye
The view from mountain top; the glow
Of sun on distant peak — the sky —
The glaring brilliance of the snow
On nearby slope; and how one sees
Far down the rugged trail — a town;
If I could only picture these
I'd be a poet of some renown.

If I could find the words that told
The haunting beauty of the world at
dawn,
When sun's first slanting shaft of gold
Revealed the dew-drops on the lawn;
If I could picture sunset's ray
Reflected from a cloud and cast
Back to the waters of the bay;
Then I could write a poem at last.

Problems Encountered in Effecting High-school and College Integrations

IN the integration of highschool and college work the following difficulties have been encountered:

1. The paralyzing effect of tradition.

Most people want to continue past practices whether they are good or bad. The public has become accustomed to a highschool terminating with the twelfth grade followed by a four-year standard college. A university professor recently stated to the writer that the American standard college had become "crystallized" into a four-year tradition and could not likely be changed. I have since wondered if he used the term advisedly. Certain it is that crystallization has set in and crystallized formations are susceptible to slight growth or modification.

2. An unprepared faculty.

Most of the faculties of highschools and junior colleges were trained under the old system. The changing of their points-of-view is no small undertaking.

3. Vested interests in traditional forms.

Many superintendents have confessed that they recognized the superiority of the four-year unit but the highschool principal or dean of the junior college had become so thoroughly entrenched in his position as to make impossible any change without a community revolution.

4. Difficulty of working out a program of extra-curricular activities.

The four-year junior college is relatively isolated. Its inter-collegiate athletics should properly be organized on a frosh-varsity basis. With such an organization highschools cannot compete and junior colleges frequently will not.

5. Lack of experimentation in curricular reorganization and school organization and administration.

The 6-4-4 plan is not a light innovation in school-reorganization. This fact has accounted for the long period of time required to get it under way. Many systems are watching the experimentation now in progress and waiting for an evaluation of results before attempting a reorganization.

Advantages of Effective Highschool and Junior College Integrations

The advantages to be gained, however, by the effective integration of highschool and junior college work by far outweigh all the difficulties they entail and may be summarized as follows:

1. It provides a homogeneous unit of reasonable span and size.

The four-year junior college is not a fractional part of a senior institution. It is a unit of sufficient span and size to make possible rich and varied curricular offerings and an extensive program of activities. In contradistinction to the two-year unit it does not open the school year each fall with a majority of students who have never been on the campus before. It does not depend on the standard college for its prestige; it can develop character and individuality of its own.

2. It facilitates curricular reorganization.

It makes possible and almost compels the elimination of useless overlapping and duplication of highschool and junior college courses. Any effective curricular revision must include both highschool and junior college, and such revision is all but impossible when the two institutions are housed on separate campuses and under separate administrations.

3. It elevates and improves extra-curricular activities.

Social life, student government and athletic, music and forensic activities being projected over a four year span have the advantage of a cumulative development. Long participation together under the same system results in more skillful and better co-ordinated athletics and music ensembles. Speech talent is raised to a higher level of efficiency and social life and personal friendships become more lasting and significant when cultivated over a longer period of time.

4. The twelfth grade is raised to a college standard.

When challenged by a college standard the twelfth grade students rise to college achievement. It has been said, however, that every man is as lazy as he dare be and in a highschool situation the twelfth grader conforms to that level of achievement.

5. It reduces the number of breaks in the student's progress through the public schools.

(Please turn to Page 38)

World Relations

TEACHERS, ministers and other interested California citizens will again have opportunity of attending a ten-day course of study in international relations. For the second consecutive year the campus of Mills College will be the scene of this institute, June 23-July 3, one of nine to be held in the United States this season.

Teachers know that their full schedule of daily duties leaves little time for the study of world conditions which they know they need, both as teacher and as citizen. The Mills institute is designed precisely to fill that need. A chance is here given, through formal lectures and informal interviews, to meet with outstanding authorities on world affairs.

According to the preliminary program courses and round tables will include the following topics:

- Pacific affairs
- International economic relations
- Communism, fascism, democracy
- World organization
- What traditional American policies should be abandoned or revised.
- The need for expansion**
- What is national security
- European relations
- Spiritual and ethical aspects of war and peace.

Among the many prominent people who will lead at the institute are Dr. George Blakeslee of Clark University, Worcester, Massachusetts, advisor for the Lytton Commission sent to Manchuria by the League of Nations in 1931; Dr. Carl Landauer, visiting lecturer from Germany at the University of California; Mr. Felix Morley (tentative), editor of the Washington Post, Washington, D. C., and author of "The Society of Nations"; Mr. Alden G. Alley, who has studied extensively in Europe almost every year since the world war and who has attended ten sessions of the League of Nations Assembly; Miss Dorothy Detzer, for ten years national secretary of the Women's International League for Peace and Freedom, Washington, D. C.; Dr. Elbert Russell, Dean of the School of Religion at Duke University, Durham, North Carolina, and author; Dr. Howard Brinton, director of child feeding in Upper Silesia after the war and now professor of Religion at Mills College; Lt. Cmdr. Stewart F. Bryant, retired, western secretary of the League of Nations Association; and Dr. E. Guy Talbot, west-coast secretary of the National Council for Prevention of War. Other leaders will be announced later.

A tuition fee of \$10 covers the entire institute. Those who wish board and room at Mills College may obtain it for the entire period at \$20 in single rooms or \$17.50 in rooms for two or more. Inquiries should be addressed to Joseph W. Conard, field secretary, Mills College. Since registration will be limited to 200, early application is urged.

* * *

Causes of boy transciency, by George E. Outland and H. M. Eads, is a significant paper published in *The Family*, February, 1936, and dealing with Dr. Outland's intensive survey in Southern California. It is hoped that many such valuable studies will be undertaken throughout the country.

Federated Business Teachers Association of California conducted this successful and inspiring conference jointly with State Department of Education.

Roland K. Abercrombie, San Mateo Junior College, is the new association president, succeeding L. O. Culp of Fullerton. Joseph DeBrum of Sequoia Highschool, Redwood City, is secretary; Margaret Todd, Fresno Technical Highschool, vice president; Fred Pribble, Sacramento Junior College, treasurer.

* * *

Mrs. Louise Butts Hendrix, former elementary school teacher residing at Live Oak, Sutter County, at present where she corresponds for the Sacramento Bee and Marysville Star, has made an extensive survey of elementary school journalism. Last summer she represented the cause of elementary school journalism at the N. E. A. convention in Denver.

She declares that school publicity is something that can no longer be ignored nor neglected. Every school throughout the land is influenced by school publicity, either directly or indirectly. Successful school publicity goes hand in hand with successful school administration. Misguided school publicity is in most cases the forerunner of administrative failures. A carefully-planned program of elementary school journalism is no less important to the administration of modern educational policies in the grades than in secondary and advanced institutions.

Source Material on Teachers

SLECTIONS from approximately 1700 references on the education of teachers in the United States which have been published since 1932, have been compiled in a new pamphlet just issued by U. S. Office of Education.

This list of authoritative publications on preparation of America's teachers, found in reports of national committees, association yearbooks and proceedings, masters and doctors theses, government publications, books, and educational journals, brings up-to-date references included in Volume 1 of the National Survey of the Education of Teachers. This survey bibliography was published as Office of Education Bulletin 133 No. 10, Volume I.

* * *

Realizing a long-cherished dream, Pomona College administrators broke ground recently for the initial unit of a new women's residence hall upon the Claremont campus. The structure, the first unit of which will cost approximately \$215,000, will be ready for occupancy by 83 women students next September. Proposed plans call for an eventual three unit building containing two residence halls and a dining hall unit.

THREE NEW BOOKS FOR CALIFORNIA

FOR HIGH SCHOOLS

FOR HIGH SCHOOLS

MUZZEY—A History of Our Country

An entirely new Muzsey history. Send for circular No. 704 with sample pages.

CALDWELL-CURTIS—Science for Today

Better even than its predecessor, *Introduction to Science*. Send for circular No. 663.

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A new physics in the famous Millikan-Gale tradition. Send for circular No. 737.

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SONG-BALLAD

AN EXPERIMENT IN
FOLK-LITERATURE

Lauriston Tardy, Berkeley

FOLK-literature is a generic term which includes the ballad and folk-song among other ingredients, and they may be regarded as typifying folk-literature. It is my belief that song-ballad (using this term as a generalization of the type) may be used as the "core experience" from which an acquaintance with other types of literature may be radiated. A casual knowledge of folk-literature suggests varied possibilities in this direction.

Song-ballad in itself may have at least a two-fold purpose: it is entertaining; it is literature. By employing representative examples of the manifestations of folk-literature, e.g., the cowboy song, the negro spiritual, the Old English ballad, a teacher has the opportunity to relate content to life-experience. In that degree to which the teacher has breadth of life-experiences, so is the breadth of the course. The possibilities are many.

For example, socio-economic awareness is suggested by the American ballad, "American Railway Union"; the life and occupation of the lumberjack is shown in "The Shanty-boy's Alphabet," often sung by the lumberjack as he swings his axe: this in turn offers the opportunity for a discussion of rhythm, which may be related to poetry or to life, as the emphasis is desired by a particular teacher.

University Highschool

Such a conception of folk-ballad has been used at University Highschool, Oakland, as one unit in a 10th grade Creative Writing course, and as one unit in a 10th grade Oral English course. And its teaching technique proved practical. Believing that such song-ballad material could be used as a basic ingredient for the content of both courses, I formulated a set of objectives.

In Oral English the objectives were: an enjoyment of adventures told in folk-literature; an acquaintance with the "minimum essentials" of the ballad. In the Creative Writing an addi-

tional objective was added: a stimulation in creative writing.

A word about "minimum essentials" is necessary. It is my belief that there is a certain minimum content, on which there is academic agreement, which should be taken from any course. In folk-literature there is much scholarly contention; there are few things on which there is agreement. But what agreement there is does cover certain fundamentals. These may be regarded as "minimum essentials." With "essentials" in mind the teacher will direct discussion, that the students themselves may bring out those fundamentals which are characteristic of that which they read. Essentials, then, will not be regarded as something that have to be learned, but, rather, they evolve as "discoveries" of the student.

With this in mind, the method of teaching was identical in each group: the use of typical examples of folk-ballad as a "core experience" toward the objectives, without losing sight of the general objectives of traditional courses in creative writing and in oral English: practice in writing, and practice in oral presentation.

Various Methods Used

The manner in which the examples were offered did vary. In the Creative Writing class the instructor read the selections; in the Oral English class its members participated orally. Each period, during the three-week unit, was divided into three sections. One part was given to oral presentation of the material; another to a class discussion of ideas provoked by the selections; the third, in the creative writing class, to writing, and, in the oral class, to individual sample-reading in preparation for the next oral reading.

The folk-balladry of various nations, regions of the United States, Old England, negro, lumberjack, cowboy, mountain people, sailor, soldier, hobo, and miner, was offered during the unit. Individual volumes, some with wide examples of a single type (e.g., Lomax, "Songs of the Cattle Trail"), some with examples of a cross-section of folk-ballad (e.g., Sandburg: "American Songbag") were available. By proper scheduling no one had the same book twice. Many students were eager to take volumes home, though outside

work was not required, nor extra credit given for such activity.

An interest pre-test, giving opportunity to rank preference in the material to be studied, and an objective information achievement test were given at the beginning of the unit. There was no intent in the classroom discussion pointing toward examination on the material; a future examination was never hinted. At the end the same achievement test, items rearranged, was repeated, unrecognized by most of the class. In the grading of both examinations correction for guessing was made. One pupil gained 76% in song-ballad information, in a two-week period. (Incidentally, this particular student has been regarded by many teachers as a "problem.")

As a result of the testing, there is reason to believe that the information formerly acquired only from the traditional study of the Old English ballad, may be obtained from content in which pupils seemingly display more interest. The consensus in the preliminary preference ranking showed the Old English ballad fifth, the cowboy ballad first. Interest in the Old English ballad, however, was stimulated by the methods used in the unit: several pupils remarked that, "I used to think that Old English ballads were 'stuffy' ('lousy' and 'terrible' were other expressions), but now I think they're 'swell'."

The very nature of the unit made possible the use of some of the new devices available in teaching. Through the courtesy of a radio station, the broadcasting of special programs, designed by the instructor for the immediate use of the class, was received in the classroom. Through the co-operation of the Federal Government's Works Progress Administration Music Project, capable singers were available for three one-hour periods, to demonstrate typical cowboy, negro, and mountain songs. The phonograph was also used for such demonstration. The oral class, voluntarily and with no persuasion, sang ballads; sometimes as a class, at other times in smaller groups; less frequently as individuals.

One Idea Paramount

Whatever the medium used, one conception was paramount: the evaluation of material by the students themselves. There is evidence to support a belief that students at the 10th grade level recognize sound distinctions in evaluation. And they are excitingly interested in folk-balladry.

The entire experience in this unit has been one of pioneering. From it I have gained one conviction, at least. Song-ballad in the curriculum has great potentialities. The interest of teachers with breadth of interest, and vision, might well focus on such content. Crockett, Boone, the 49ers, had no greater opportunities.

MANUAL TRAINING

Ivan Trindle, Sloyd Teacher, Stanford Avenue School, Los Angeles

CULTURE in manual training? Is it possible to inculcate a bit of romance and an appreciation of design along with pounding nails and sawing wood? In our eighth grade sloyd class, we found it not only possible but extremely interesting and profitable. New channels of subject-correlation were opened. Such a wave of diversified interests swept over the class, that it was difficult at times to confine the principal flow to period furniture.

All teachers, whether of woodshop or social science, have been urged and instructed for the past few years to integrate their subject-matter with as much of the curriculum as possible and in so doing to integrate the child with his daily experiences, as well as with his regular schooling.

The question arose in class as to why modern furniture seems to follow a particular trend in design. Straight lines, long streamline curves, set-back construction and an absence of added ornamentation, seem to be the distinguishing features. Why should such a style have developed in this generation? Having the facts well in mind and presented with an interesting problem, we set to work.

We soon discovered that modern furniture is in reality an objective reflection of our own modern age. Automobiles, airplanes, and trains give us the long sweeping streamlines which so exemplify our swiftly-moving age. Skyscrapers and modern homes provide the beauty of straight-line and set-back construction. Simplicity and utility are dominant factors. These same motivating principles were found to be guiding our manners, speech, literature and even dictating the latest fashions. Modern furniture took on a new meaning. Our complex life became more of a unity.

Other Styles of Furniture

Then arose questions: What about other styles of furniture? What were their names? Were they also a reflection of the period in which they originated?

Furniture advertisements in the newspapers daily flaunted such intriguing names as Chippendale, Jacobean, Duncan Phyfe, and Hepplewhite. We started scrap-books. At first the boys were simply given the names of the various period designs and told to collect pictures from any source that mentioned them.

It seemed like a rather large undertaking, but once they became furniture-conscious, there was no end of enthusiasm and ma-

terial. Scarcely a day passed that the newspapers did not show several examples of different periods. Magazines offered their share. Furniture stores were generous with catalogues and illustrations.

The pictures were pasted on papers and segregated as to type. Characteristics were discussed; the periods were classified historically. Then came the interesting part of interpreting the life of the period as reflected in the furniture. The luxurious reign of the French Louis's was contrasted to the austere American colonial epoch. Manners,

morals, and clothing of the different periods became actualities because here, through the medium of furniture, we could span the centuries and link them to some reality.

PERHAPS such a study is a far cry from making tie-racks and footstools, but this class has gained a cultural appreciation of fine furniture and a greater consciousness of their immediate surroundings.

* * *

Education by Radio, a bulletin to promote the use of radio for educational, cultural and civic purposes, now in its sixth volume, is published monthly by the National Committee on Education by Radio, One Madison Avenue, New York City.

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Business Mathematics

By R. ROBERT ROSENBERG

The reasons for this movement are:

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4. Each of these texts contains an unusually constructive series of timed drills or tests at the end of each chapter.
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6. The bound texts and the methods book carry beautiful bindings that are washable.

This series of business arithmetic texts deserves citation for special merit—for outstanding service to both private and public schools.

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Oregon

COURSES of unusual interest to all students, teachers, adults who want more training in their professions or who wish to study cultural topics, will be found at the University of Oregon summer session, which opens June 22 for a six weeks term at Eugene, it is announced by Dr. Dan E. Clark, director.

The University will again offer a special training course in normal art, for which the Carnegie Corporation has provided scholarship funds for 24 art teachers. A clinic for children with learning difficulties at which teachers may get valuable instruction in this work, will be under the direction of Dr. B. W. DeBusk, professor of education, and Miss Lillian Raynor, of the Los Angeles public schools.

Enrollment is expected to be considerably higher than last year, due largely to the influx of teachers from other parts of the country who will come to Oregon to attend the National Educational Association meet in Portland June 28 to July 4. Provision will be made for students at the session here to attend the national convention without loss of credit, and a number of the noted educators who will be in Oregon will be brought to Eugene for addresses and discussions.

An interesting social and recreation program, that will include trips to mountains and beaches, dances, canoe parties, and athletics, will be provided for students.

* * *

Speech Curricula

PIONEERS in a field of fast-growing importance, California educators have launched the first Speech Curricula Research Project on record.

The project is conducting an investigation of tests and measurements applying to speech personality and the preparation of speech teaching materials for exhibit. Activities center around the formulation of a handbook consonant with progressive teaching practice.

A large staff of research and office workers is studying and analyzing speech teaching methods employed by progressive schools. Teachers and others interested in speech may avail themselves of the project's services, without charge, by writing the Project Director, Room 300, Physical Education Building, University of Southern California, Los Angeles.

The project is closely identified with the School of Speech at University of Southern California, Dean Ray K. Immel of the school being chairman of the Advisory Council of educators which mapped the present work.

Miss Vocha Fiske, speech instructor for University of California, Extension Division, is the project director.

American Council Institute of Pacific Relations has as its chairman Carl L. Alsberg of Stanford University; Ray Lyman Wilbur is chairman of the Bay Region committee; headquarters are maintained at St. Francis Hotel, San Francisco.

The institute has offices in Batavia, Leyden, London, Manila, Moscow, New York, San Francisco, Shanghai, Sydney, Toronto, Wellington; international headquarters in Honolulu; through these carries on a program of conference, research, education and publication.

* * *

Citizenship

LELAND S. MARTIN, teacher of Citizenship and Constitution, Humboldt Evening Highschool, San Francisco, is author of a very well written and arranged booklet, Citizenship and The Constitution; published by Dolores Press, 3384 Sixteenth Street, San Francisco. The author's address is 114 Granville Way, San Francisco.

Mr. Martin's book will be of great practical help to all teachers and students of citizenship. "Citizenship," declares Mr. Martin, "must be taught from the Constitution. There can be no substitutes. Teachers must know the content of the Constitution as a first qualification for good teaching. Citizenship and the Constitution was arranged so as to give the greatest assistance to teachers and students in understanding the content and spirit of the Constitution. The Constitution is reprinted article by article, section by section and clause by clause; and explained in the light of the best authorities on the Constitution."

* * *

Two new vocational pamphlets for students interested in making nursing their profession have been published by Nursing Information Bureau of American Nurses Association, co-operating with National League of Nursing Education and National Organization for Public Health Nursing. Copies of the pamphlets may be secured for 5 cents from Nursing Information Bureau, 50 West 50th Street, New York City.

* * *

Welcome to Seattle

We are delighted with the fact that the American Home Economic Association will hold its convention in Seattle next summer. We wish all your membership to know that Seattle's most cordial welcome awaits you.

We hope that every one of your members will be able to come to Seattle and learn at first hand what this virile and rapidly growing area offer. We know the visit will prove delightful to all concerned. Sincerely, Alfred H. Lundin, president, Seattle Chamber of Commerce.

Winter Time

WINTER Time, a social science reader, gives a charming picture of life on a small New England farm in winter. It tells of a little girl's visit during her Christmas holidays to the farm on which she has spent a happy summer vacation. She learns how farm animals are cared for in winter, how trees are cut down, how roads are cleared after a snowstorm, how to walk on snowshoes, and that it is not safe to stop and rest in a snowstorm. She learns also something of winter wild life (birds, squirrels, rabbits, etc.).

The vocabulary of the book is simple and is suited to the reading ability of the second grade, for which it is planned. The book contains 59 illustrations in two colors, and is attractively bound in silver cloth with red and blue decorations and decorated end papers. Published by Macmillan.

* * *

J. Warren Ayer, district superintendent and principal, Monrovia-Arcadia-Duarte Highschool, congratulates Sierra Educational News upon its new improved form and typography.

* * *

California Cactus, by Edgar M. Baxter, president of the Cactus and Succulent Society of America, is a beautiful book of 110 pages, with 85 illustrations. It is published by Abbey San Encino Press, Los Angeles. Orders, however, should be placed direct with the author, whose address is Bellflower, Los Angeles County.

This authoritative volume is the result of ten years study of the cacti native in California. All of the 39 species are full illustrated; two new species are described for the first time. Baxter's book will be invaluable to all cactus lovers.

* * *

Hoot Owl, by Mabel LaRue, is a story of a small boy who strayed away from a Massachusetts colony and was carried off by friendly Indians. The events of his life with these Indians until his return to his family are told with the simplicity of language and engaging charm which have made all of Mrs. La Rue's stories so popular.

The narrative, published by Macmillan, is suited to the reading of children of second- or third-grade age. The basic purpose of the book is an informational one. The 60 unusual and attractive illustrations—in two colors—by Kate Seredy, have had equally careful supervision.

* * *

Dr. George E. Outland, professor of education, graduate school, Yale University, extends his congratulations on the changed appearance of the magazine. The new size is a definite improvement, and will be necessary to take care of the ever-increasing amount of educational news of California Teachers Association.

World of Music

A Review

Helen Roberts Shuck, Instructor, Music Education Fresno State College Supervisor of Music, College Elementary School and Fresno City Elementary Schools

WHAT could be more intriguing than a "World of Music" and around the world in music! This new music series just released from the press by Ginn and Company and entitled World of Music is assuredly all of that when one considers that they are viewing public school music in the broadest possible manner—singing, listening, piano, orchestra and band for elementary and junior highschool.

In this day of extension of all school curriculum, the enrichment of the music curriculum need not fall behind. We are not only offered material but a comprehensive workable program here. Some years ago we adopted such a program in our college elementary school. Singing, listening, and creative music are carried through the six grades, with units organized around purely musical topics and others contributing to the integrated program, organized around the social studies, with art and rhythms also incorporated.

The third grade has class piano, a required subject; the fourth, instrumental classes, required; and an elementary orchestra becomes elective for the fifth and sixth grade pupils. Inevitably, with such a set-up, inter-related, co-ordinated material to meet such an organization seems like an answer to our prayers.

My first statement, a World of Music and around the world in music, implies the two educational theories held by modern music educators. First, music as an art for the sake of the enjoyment of participation in beautiful music, and, second, the universality, the inter-relation of all things stressed through the integration program. Both of these are more than adequately met in this series.

The Kindergarten Books

If one were to set up, briefly, musical enjoyment and appreciation through all these many varied musical activities as an aim, how does World of Music contribute? Let us look at the kindergarten books, Sing a Tune, a host of the loveliest folk-songs for children, dealing with every topic of childish interest, and musically in every style and mood. Vocally, the voice ranges are entirely correct for children's voices, and the accompaniments interesting yet simple enough for any kindergarten teacher.

The second kindergarten book, equally suitable for first or second grade, is Play a Tune. This book will prove a joy and delight to the teacher, because the music is easy enough for any one to play, as will the classified index as to suitability for rhythms, such as gallops, skips, marches,

phrasing, with the additional classification of dramatization, with all the possibilities for creative pantomime. Finally, from a musical standpoint, the finest selections from the masters of every period and country are there so that the resultant appreciation will be unquestionable.

BRIEFLY, I will mention the outstanding points of this series which have particularly appealed to me. Primarily, the superior quality of the music of which the larger proportion is folk music, has an appeal both universal and immortal. Next, whatever one's educational philosophy, one's methods of procedure, the content organization is such as to lend itself perfectly. Then the unquestionable good taste used in the format of the books, particularly the colored reproductions of some of the world's greatest paintings!

Let me list such specific teaching devices as are incorporated into the song, Mister Owl, page 49, of Listen and Sing, the first grade book, for help with the ever-present non-singers in our primary grades. This is of great aid to the young teacher. The use of preparatory songs as an approach to notation in Tuning Up, involves a principle, educationally and psychologically justified by Dr. Mursell in his Physiology of School Music Teaching and in use in our California state text for music.

The topically-classified index in the front of each book facilitates the use of these books by the general elementary teacher toward integration. The approach to two-part music in Songs of Many Lands, is in such a way that it may be a successful and happy musical experience with more opportunity for this same experience in Blending Voices. Need I say more to the practical classroom teachers of music?

Music Appreciation

The very slogan of the piano course captivates me, because so absolutely in keeping with our principles in general classroom music. Hear it! Sing it! Play it! Read it! In closing, I quote from the World of Music manual.

"Music appreciation is part of all music activities and experience . . . Music appreciation cannot be taught. It is a matter of growth. Although much depends on the guidance of the teacher and the attitude of the class, the most important factor in any successful course is the amount and kind of music experienced . . . Thus habits of listening are established which lead to discernment of tone, perception of design, understanding of rhythm, comprehension of form, sensitiveness to mood, and a genuine love for musical beauty."

* * *

Helen R. Oden, teacher in Los Angeles City schools, has specialized in puppetry. She has prepared an interesting and excellent series of papers on puppets and puppet shows.

She has lectured at Miss Swope's summer schools at Long Beach and Santa Cruz. She has studied under Harry Burnett, manager of the Yale Puppeteers. Her pupils have written and produced many puppet shows and her work is widely-known in Southern California.

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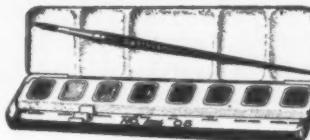
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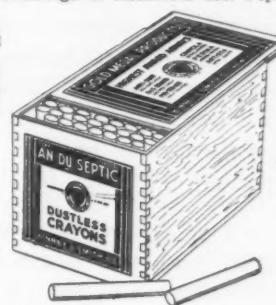
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TEACHER TRAINING

Fordyce Stewart
Professor of Education, Chico State College

THE scope of teacher preparation and the expansion of courses in our teachers colleges have been coincident with and in proportion to the growth of our elementary and secondary school offerings.

The enlargement of the curriculum of the common school, by which we mean both schools of elementary and secondary level, has been due to the industrial revolution more than to any other cause and dates, roughly speaking, from about 1890.

Inasmuch as the industrial revolution has made for the complexity of social living, so has the teachers college perforce attempted to prepare its product to meet the increased demands of society in training youth to face its responsibilities which have been added to many fold since the turn of the present century. To make this adjustment has not been an easy task for the training institutions, nor can they lay claim to anything like perfection in the service they have attempted to render.

However, great strides have been made in the program of training, and every improvement in the social structure, or in the operations of society, has released educative resources of which the teachers colleges have made use. Thus as society has advanced the training institutions have had a better opportunity to become more truly educative.

A New Obligation

The demands of modern society have placed a new obligation on the training institutions, one which probably they are not yet able to meet in the most satisfactory manner. We refer specifically to the selection of trainees of intelligence and professional fitness. Along with the selection of proper trainees goes the responsibility of excluding any who do not possess the required characteristics of an acceptable teacher.

The obligation to select the best who offer for training is one which has recently come to the colleges, and one which must be met in a very earnest way by an efficient method or methods of selection. A few years ago anyone with minimum ambition and a limited amount of mentality and

training could be certificated and secure employment as a teacher.

Indeed, in the early history of our country it was not considered necessary for the teacher to be bright in any real sense of the word, nor was any importance attached to his social qualities. Leadership was not seriously thought to be an essential factor. In fact the opposite was the prevailing concept as was often indicated by the literature of the times which made the teacher the butt of all community jokes and caricatures.

The Best Are Needed

But this idea no longer prevails. Teaching is recognized as a challenge to the best brains of the community. Not only that, but the institution that continues to certificate inferior material will soon put itself on the defensive among the more reputable institutions. We must select as well as train. No doubt the temptation in times past has often been strong to allow mediocrity, and those whose lack of fitness was apparent to remain in the training institution rather than lessen the enrollment by their dismissal. Many schemes have been offered for selecting the trainees in the last few years, and some of these will be pointed out and commented on later by the writer.

Let us at this point in our discussion list some of the main elements which we think should characterize the prospective teacher and become the possession of all trainees by the time their initial preparation is completed. These qualities are:

1. Scholarship wide enough in scope to thoroughly cover the field in which one proposes to teach.
2. Well-grounded in guidance practices with the power to bring children of varying abilities into a harmonious working group.
3. A critical and evaluative attitude towards all professional practices.
4. The possession of high moral standards and social balance.
5. Professional standards above reproach, with a sense of fairness and justice.
6. A professional education rich in child contacts and child insight.
7. Able to make the application of basic principles to specific problems that arise in the daily round of teaching duties.
8. Should possess intellectual aggressiveness.
9. Able to introduce projects, hobbies, club activities, and other extra-curricular activities.
10. Should know the complexities of social and economic life, and have training in fundamental business principles.
11. Should be imbued with, and able to teach, American ideals.
12. Should have good personality and qualities of leadership.
13. Have an enthusiasm in her work and a confidence in the results she hopes to obtain.
14. A sense of humor is an asset; common sense is indispensable.

There are no doubt many other qualities just as admirable as the ones here enu-

merated, but these are sufficient in number and character to characterize anyone possessing them as a capable leader in the field of teaching. Now, the crux of the matter is how to select such individuals out of the great group who yearly enter the normal schools and teachers colleges.

We are frank to say that with the present equipment for testing and selecting individual traits, any system will show a high degree of error. Many candidates who would on any basis be rejected by the best analysis, if trained and allowed to teach as an experiment would do a better job and be more successful, than many others who would have been approved with high ratings. Of course it is impossible to prove this statement, but there are cumulative examples, and apparently much evidence to support it.

Because we do not now see any way of making the selection clearcut, or because the problem is a baffling one, is no reason why it should not be undertaken seriously. We believe that any scheme of selecting trainees should have back of it a concept of what constitutes acceptable teaching as over against what is not acceptable. There should also be a well-defined aim as to the desirable outcomes of teaching, with proper methods of attaining those aims with the least possible waste.

Dr. Frazier's Plan

We here present a scheme which Dr. Frasier, president of Colorado State College reported at the N. E. A. midyear meeting on selecting teacher students:

"To do intelligent college selection, the colleges should free the highschools from any defined requirements. The highschool-college relationships are the most unintelligent spot in American education."

"The best plan available now seems to be one that makes the selection of those who are to become teachers at the end of the sophomore year. The selection at that time may well be made by a faculty after two years of study of the qualities that are important in the success of the teacher."

"A plan of this kind is in operation at Colorado State College of Education at Greeley. It has many advantages, among which are,— (1) it protects the educational integrity of the highschool; (2) it provides all with general education before being selected as teacher material; (3) it gives the personnel department information to use in advising students; (4) it gives major departments contact with students before selecting those who are to be teachers."

We quite agree with Dr. Frasier's method, and that the end of the sophomore year is the time to make the separation. But that is not the whole process involved. It is fine that the faculty have the two years of student association in which to size up the qualities of the student, but he fails to say what those qualities are and how they may be recognized. If we definitely knew what the qualities are and how to find them we would soon be on our way to success in the selection. Institutions have been slow in adopting selective admission because of the uncertainty of standards and method of procedure. Scholarship has always been and

will continue to be a factor in selection, but that is the most obvious trait and the easiest measured. It is other factors that are evasive and troublesome to put the calipers on.

Cannot Use the Highschool

There are many educators who would put the responsibility of selection, or at least the initial part of it, on the highschool. This would involve some sort of a testing program carried on annually in the secondary school. This seems hardly feasible for two reasons. First, the training institution has no authority over the highschool and it would be hard to set up a selective system in the former that would be satisfactory to the latter. Second, the secondary school is not equipped for the task, and would not in all probability, care to assume such a far-reaching responsibility.

For some two years the Eastern State Normal School of Madison, South Dakota, has set up selective standards by giving a series of tests in English, arithmetic and reading, finishing with an intelligence test, but admitting to the test and to training only those from the upper half of their class in highschool performance.

It seems to us that this scheme would stand indicted on at least three counts: 1. An academic test in three subjects, plus an intelligence test, would not be inclusive enough. Many factors of importance would evidently be overlooked. 2. The plan again puts too much responsibility on the highschool in drawing only from its upper half. Besides there might be much good teaching material overlooked in rejecting, arbitrarily, the lower half of the highschool graduates. 3. Using the highschool as a buffer the training institution absolves itself from the responsibility which is its own and which it should assume.

With the great number of certificated but unemployed teachers now on hand, and with the yearly grindout of new teachers by the various training institutions (and the number certificated is always greatest in times of financial embarrassment), it seems expedient that some method of selection should be set up, whereby plenty of able teachers would be assured and mediocrity would be left out.

* * *

Eva G. Pinkston, executive secretary, N. E. A. Department of Elementary School Principals, speaking for the editorial committee, 1937 Year-book, is requesting general help from department members in preparing the new year-book entitled Appraising the Elementary School Program.

A four-page leaflet outlines the book and gives specific directions to contributors. The committee especially desires manuscripts from teachers and principals; closing date is October 15. Anyone interested is cordially invited to write at once to Miss Pinkston, 1201 16th St., Washington, D. C.

MINUTES of this LONG, LONG HOURS of this

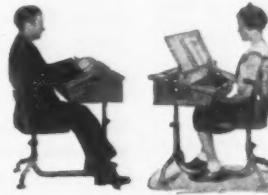


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San Francisco, California

A Musical Story

Maude Gerrior Byer, Supervisor of Music,
Santa Cruz County

LANGUAGE time in the first and second grade room of Aptos School.

"How many boys and girls would like to help write a story?" said Miss Boasso.

Eyes sparkled, hands were raised, for many happy periods had been spent in cooperative story making.

But this morning Miss Boasso had an ulterior motive in her suggestion, for, her problem was "monotones," more than half of her class not yet responding, as she had hoped, to the numerous devices which she had tried in order to relieve the situation.

"I wonder if today's story might not be about sounds, musical sounds, which we hear at home, at school, in the woods or on the highway," said the teacher.

Jimmie's hand waved. When Miss Boasso nodded to him, he said, "Ding, ding, ding," went father's alarm clock, "D-i-n-g."

"Fine," said Miss Boasso. "We are starting our story 'early in the morning.' I wonder if there are any other clocks in that house and if they all sound the same." This elicited the seven strokes of the big clock in the living room. By this time the children had caught the spirit, and the story, with a variety of musical sounds, was soon complete.

The next day the purpose of the story became evident. A happy roomful of little people were divided into two groups, the "Singers" and the "Echoes," all the children taking turns reading the story. When a musical sound was made by the Singers the Echoes tried to reproduce it.

Lest any stigma be attached to the title Echo, promoting a child to the group of Singers has been avoided. Instead, when an Echo child shows signs of conquering his tonal difficulties, an exchange is made. He becomes a Singer and one of the strongest Singers moves over among the Echoes. Miss Boasso is hoping that soon she will not be able to distinguish between the two groups.

The children do not seem to tire of the story, which follows in full. They ask for it repeatedly, without doubt, because they all contributed to its making, and so it is peculiarly their own.

Here we have a truly integrated primary project, which included music, language, reading and arithmetic.

(The dots represent the repeat of the sound, by the Echoes.)

"Ding . . . , ding . . . , ding" went father's alarm clock. "D-i-n-g . . . "

Time to get up. "Dong . . . , dong" went the big clock in the living room. Seven o'clock. Time to get up.

"Good morning, everybody"

One, two, three, the children jumped out of bed. They washed their faces with the

SIERRA EDUCATIONAL NEWS

cold, cold water. "Br-r-r-r-r"
"This is ice water," said Peter.

Soon breakfast was ready. "Oh-h-h, I'm hungry,," said Jane. "Tweet, tweet, tweet.," sang the canary in the green cage. "The birdie is hungry, too," laughed Billy. "Chee, chee, chee," sang the birds in the garden. "Meow, meow,," said Kitty, "I'm hungry, too."

"Are you ready for your picnic?" asked father, after breakfast. Yes, yes, yes,, cried all the children at once. They jumped into father's car, and away he drove down the street. "Toot, toot, toot,," went the cars as they hurried past. "Honk, honk, honk,," said the big trucks, "get out of my way."

"Boom, boom, boom,," "That is a drum," said father. "There must be a parade on the next street. But we must hurry."

"Yes, hurry, I want to get to the mountain."

Soon the children could only hear it playing very softly, "Boom, boom, boom,, Tweedee, tweedee, tweedee,, Bing,"

Then they went past the vegetable man. "Hello, hello,," they called. "Tinkle, tinkle, tinkle,," went the harness bells on the big black horse. "Whoa, whoa,," cried the vegetable man.

Father drove on down the road. "Whizz, whizz,," went the cars as they hurried by. "Whoo-oo-oo-oo,," said the train as it flew by.

The children ate under a tall tree.

Soon they heard a "Buzz, buzz, buzz,," "That sounds like a bee," said Peter. Then they heard it again. "Humm-mm, mm, Hum-mm-mm,," "I'm afraid," said Jane. "Oh, I'm afraid it's a lion."

"Run," said father. "Run. It's a whole swarm of bees. Jump into the car."

The big noisy swarm of bees flew by, and soon the Hummm-mm,, and the Buzz-zz,, was over.

Peter laughed. "Who's afraid of a little bee?" he said "I don't know," said little Jane, "but I'm afraid of a million bees, and so are you!"

* * *

Warren T. Eich, head of Roseville, Placer County, elementary schools for the past 16 years, has been given a four-year contract as city superintendent of schools at a salary of \$3,240 a year. Eich formerly held the office of district superintendent of schools prior to the formation of a board of education under the city charter. Eich also was elected to serve as secretary of the new board of education.

All of the Roseville classroom teachers were given a salary increase of \$10 a month. They had each accepted a decrease a few years ago.

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* * *

Placement Service

California Teachers Association offers to its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 307 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

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Teacher vs. Trustee

(Continued from Page 13)

his personal beliefs; to see that schools are taught—not to teach them nor to condition the teaching by his own prejudices; to see that teachers are provided with facilities for teaching and children with facilities for learning, and that they are not hampered nor hindered in the use thereof. "All must work together, else the Body will go to pieces" is as true today as it was two thousand years ago.

Teachers must respect the layman, and the decisions of the layman, in those areas wherein his judgment is the proper determinant. Together, teacher and trustee must, by co-operation, provide for every child in America—his heritage, his birthright, his inalienable right in a democratic society to bring himself to the full development of all his powers. If either sin against this right for selfish or trivial reasons, for personal gain, for vested right, or for special privilege, it were better that the proverbial millstone be applied after the scriptural formula.

This is a plea that the interdependence of good citizens be recognized in education, as elsewhere, and that the tragic toll of human misery, due to pitiless and undeserved discharge, and the destruction of educational leadership by unjustifiable termination of service, shall be stopped.

The scarcely less than physical and mental ruin of self-sacrificing and devoted teachers, and the equally tragic waste of competent lay service through political manipulation, constitute wholly unnecessary and unintelligent sabotage of the essential elements in an efficient system of public education.

How long shall America continue to countenance the present unspeakable waste of the educational opportunities of children through a wholly short-sighted policy of school control? The answer is, not in the law, but in ourselves—teachers and trustees.

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HANDWRITING

WHAT ABOUT IT?

W. E. Moore, Merritt School of Business, Oakland

IUR educational garden has expanded so much, and we have added so many new plants to it that we starve a few, nurture some and let nature take care of others. We cultivate the parts of the garden that educational leaders evidence as of greatest value to the largest number of people, and in so doing, parts of the garden revert. The job has gotten so big—the garden has grown so much—that there is not enough time to look after the whole of it.

There are not enough school hours in the day nor enough school days in the life of the child to cultivate all the social, economic, political, ethical and aesthetic aspects that are considered important in training for good citizenship. In our efforts to hoe the whole garden, we hurry over parts of it, and in so doing, some of the plants are neglected, among these, handwriting is one.

Even in this age of specialization, individualism, utilitarianism and academic freedom, the three r's are fundamental in education. That every citizen should be able to read, write and do arithmetic in ordinary usage is at least the minimum expected of public education. If it were possible to determine the curve of efficiency in reading, spread over the last twenty years, it would be found to have improved gradually, especially in getting thoughts from the printed page.

Arithmetic, based on ability to do arithmetical operations, would, no doubt, show a downward trend, owing to elimination of the more technical parts of the subject. Handwriting, judging from the standpoint of legibility, would take an irregular line downward on the graph, owing to the elimination of repetition in training for skills under the activity program now considered the best approach for life and service.

Good speech is easily spoken and readily understood and expresses thought and feeling. Good handwriting is easily read and automatically

conveyed by the words in the same manner as print. The final performance in handwriting is the result of definite skills acquired by repetition of combinations of lines and curves which make up the letters. In reading script there is no more necessity to analyze the parts of words than there is in reading print. Both script and print are devices for recording and conveying thought.

Handwriting is a means of recording and expressing thought. It is taught as a manual rather than as a fine art. Its value is utilitarian rather than artistic. It is difficult to master because it involves the smallest and quickest movements. To the child it is an artificial, cumbersome and a round-about means of expressing thought. It requires emphasis on performance while art requires emphasis on perception. Dr. Freeman says: "Drawing may require two parts of observation to one part of practice, but handwriting requires two parts of practice to one part of study."

An Acquired Skill

Handwriting falls under the category of acquired skills. Early in school life and on through the years, it is a convenience in recording and conveying thought. It soon becomes a vehicle for other subjects in school and ceases to be regarded as something separate and apart from the meaning conveyed by words. When the performances of skills have become habitual, they are no longer deterrents to thought expression, except in the matter of speed.

Unless the mechanics of handwriting and the formal procedure in movements, are learned early in life, the whole writing process is a hindrance to thought expression. We teach typewriting and shorthand by drill and repetition to fix responses to stimuli. In these thought recording and thought conveying subjects, we use method, technique and drill to fix habits. The use of handwriting cannot be isolated, nor can it be postponed until the child has mastered letter form, posture, tech-

nique and movement, consequently it is put to work and kept at work long before either technique or skills have been acquired.

A Recording Instrument

If handwriting were not a vehicle for other subjects in school, it might be classed as a special subject and nurtured by methods comparable with those used in teaching typewriting and shorthand. Handwriting is the formal manipulation of a recording instrument. The operations are mechanical and formal. The number of motions is not numerous. Definite combinations of curves, angles and straight lines constitute the letter forms, and these properly connected produce the word.

Being formal in operation and formal in product, it is reasonable to infer that letter concept and repetition of letter form are necessary in acquiring skill in performance. The itinerant penmanship teacher of the eighteenth century was able to teach people to write a "good hand" in one or two winters. He isolated handwriting. He taught posture, penholding, paper placing, letter form, and he established these essentials by repetition. Perhaps, there was no one in his classes who was not interested and eager.

WHEN and how the child should begin to learn to write is still a mooted question. At least there is a difference in opinion. Penmanship specialists and teachers of penmanship in business schools claim that the child should begin at about the age of six, and that he should get letter concept, and follow a definite procedure in acquiring skills by repetition. Letter form, movement and ease in execution are definite objectives.

On the other hand, some educators believe that handwriting should be postponed until the child feels the need to write, others would defer it until interest and desire are apparent, and still others would wait until prac-

The *Mushroom Handbook*, by Louis C. C. Krieger, is a beautiful monograph illustrated in natural colors; published by the Macmillan Company. It is the most complete manual of its kind ever published. Mr. Krieger writes in a clear, concise style. The book is highly recommended for all nature libraries and nature students.

tice at the blackboard and on large sheets of wrapping paper has given the child some co-ordination in the large muscular activities. Other educators prefer to have the child begin by learning to print, then proceed to the learning of script by drawing and piecing together letters and words on large sheets of paper.

Unnatural Methods

Neither of these methods takes into consideration letter concept, posture, technique or repetition. These methods are fraught with unnaturalness, and deterrents and are indirect approaches. The child may learn to draw the outlines of letters and words at the blackboard, but later he must start all over again at his seat in learning posture, pencil holding, paper placing, finger and hand movements. He must sit instead of stand, he must hold the pencil differently to the way he held the chalk, he must greatly reduce the size of letters, and he must use fingers and hand instead of arm.

The formal method of teaching handwriting is one extreme while the activity method is quite the other. In the activity approach to learning, skills such as handwriting, arithmetic, and spelling, are taught indirectly. The approach and the means are the reverse of systematic, formal teaching of a subject.

In the case of teaching handwriting, there is no systematic organization of material, no sequence of exercises arranged in order of difficulty, no preparatory instructions on matters of technique, such as correct posture, pencil holding, paper placing. No particular attention is given to repetition practice on likeness and difference of letter forms, such as h, b, k. Little attention is given to group instructions on difficulties which are common to numbers of children.

It is believed that the activity program holds the child's interest better than formal teaching, and that it gives him experience in planning and carrying out independent undertakings, and as a consequence the techniques and skills in handwriting will naturally follow.

The activity program emphasizes the importance of the child's getting the meaning of what he does. Since there should be no motions, no tasks, no projects without meaning, the skills and techniques of handwriting are deferred until there is desire and need to write.

Handwriting is a thought-recording vehicle. It is a means to an end, and not an end in itself, except as an art. The public schools are concerned about its utilitarian value. Typists, stenographers, and machine operators are trained for skills. They operate contrivances built for greater speed in recording thought than the hand can give the pencil. The objectives as tool subjects are the same. The training for skills in machine operation is of prime importance, and is equally important in handwriting. Repetition and practice are essential. Trial and error are necessary. There is no royal road to mastering skills in any mechanical operation. There is no substitute for drill in mastering handwriting. From the beginning it should bear the same relation to the final

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product that the typewriter bears to the typewritten page. It should be a correlated and an inter-related subject and taught for the skills that are later to function in thought-recording.

AFTER a short preparatory period, it cannot be separated from language, reading, arithmetic or any other school subject, for after all it is a contrivance for expressing, recording and communicating thought.

If the child ever acquires the skills of handwriting to the degree satisfactory to himself and those who read his product, he must somewhere during the period of learning give attention to posture, motion, letter forms and technique. He must learn painstakingly how to use the tools that are later to be the means of recording thought automatically.

He may express individuality in his handwriting but to a less degree than in art, because letter forms are definitely established and he must approximate them if his product is to be readable. Handwriting does not express feeling except as words convey it. When once acquired, it becomes an utilitarian convenience. Unless it is thoroughly learned, it becomes a stumbling block to thought.

It is a mistaken idea that a student may produce good handwriting in the sixth grade, and not be able to write well in highschool or college. The deterioration in qualities of handwriting is due to carelessness on the part of the individual, undue stress under which the writing is done and the lack of proper facilities which are conducive to good handwriting. Writing on arm chairs, on pads, on the knees, on laboratory tables, and in all sorts of positions, and with pencils and fountain pens in unfit condition is largely responsible for the deterioration.

Good Writing Persists

With few exceptions a student who writes well in the sixth grade can write just as well later in life if he will make the same degree of effort that he made at the former time. What has once been accomplished in skill can be later approximated under similar efforts and conditions. In highschool and college we cannot drive handwriting to keep up with thinking. The speed element destroys legibility. But with special care and attention, and proper regard for speed, the student will produce handwriting equal in quality to the best he has done before.

On the other hand, if a student writes poorly in the elementary school, he will not improve either legibility or speed when left to his own resources in the highschool or college. Handwriting has never become automatic, consequently he dislikes to write, and under stress of speed and inadequate facilities, his handwriting deteriorates into scribbling. If careless, indifferent handwriting were never accepted by teachers in highschool or college, the student would resort

Row, Peterson & Company have brought out *The Alice and Jerry Books*, by O'Donnell and Carey. This attractive series is sweeping the field of primary reading.

There are two basic pre-primers, followed by Round About (1st reader) and Friendly Village. Characters whom the children have learned to know and like through the earlier books leave Friendly Village (2nd reader) to spend the summer in the West, the South, the mountains, the seashore. Every child finds himself at home in some section of Friendly Village.

In pedagogy, typography and illustration the series is praiseworthy.

to means of improving the readability of his written work. The responsibility for good handwriting in daily work, just as for good conduct, rests partly upon teachers.

EDUCATORS frequently ask these questions: Of what relative importance is handwriting? How generally is it used as a thought-recording, thought-conveying device? To what extent is it being supplanted by machines?

Arguments for Teaching

Arguments and statistics are stacked up on both sides of these questions with few definite conclusions. But people go on using handwriting in social, business and everyday usage. The person who does not carry a pencil or fountain pen is the exception, and the person who has no occasion to use handwriting in some form is rare.

Among the arguments for teaching handwriting in the public schools are the following:

1. None of us know the far-reaching results of a legible, rapid handwriting. More young men and women would write home oftener had they acquired the facility to write with ease and naturalness. More young people could write a better application, fill in an application blank with better accounting of their training and fitness, and more happiness would be found in social correspondence if handwriting had been made a useful vehicle for them. Handwriting, like dress, has much to do in making the first impression.

2. Children and even adults who do poor handwriting do not like to write, which means that they avoid writing at every opportunity. There is no doubt that many fine poems, book, etc., have never been written because the would-be authors have never learned to write and think at the same time.

3. The fact that handwriting is not taught in secondary schools is no excuse for lowering the standard of the individual. In other words, if language were not taught in secondary schools would it justify a lower standard?

4. On the whole there is more handwriting used in this country than heretofore.

The Statistical Abstract for the United States gives comparable figures for 1914 and 1927. During the period between 1914 and 1927 the value of writing ink manufactured increased from \$2,784,000 to \$5,342,000; the value of lead pencils increased from \$8,328,000 to \$24,500,000; the value of fountain-pens increased from \$6,865,000 to \$25,555,000.

The opinion is sometimes expressed that typewriters are rapidly displacing handwriting. These statistics show that the value of typewriters manufactured during these three years increased at no faster rate than that of pencils and fountain-pens. The figures for typewriters are \$24,500,000 and \$69,112,000.

* * *

Third Pan-American Red Cross Conference held in Rio de Janeiro, September 15-26, 1935, recommended that teachers and scholastic authorities exert efforts to bring about joint-action of the family and the school so that children at their most impressionable age acquire habits of thought conducive to the understanding of justice and goodwill among the young people of all lands.

It recommended the organization and development, under the auspices of public authorities, of reciprocal visits of students, inter-school correspondence, and exchanges of magazines and books, thus intensifying the moral and intellectual exchanges sponsored by the Junior Red Cross.

* * *

School Activities—extra-curricular magazine for school executives, activity directors, class advisers, club sponsors, coaches, teachers, and student leaders—is published during the school year at 1013 West Sixth Street, Topeka, Kansas. The editor is Harry C. McKown.

* * *

Your enlarged Sierra Educational News is even more interesting and professionally helpful than ever. Congratulations!—Emery Stoops, Teacher, Beverly Hills Highschool.

* * *

New President

CHARLES K. PRICE, district superintendent of schools, Orland, and formerly in Chico, is the new president of California Teachers Association, Northern Section, succeeding Jesse R. Overturf, deputy superintendent of Sacramento schools, who resigned concomitant with acceptance of the Palo Alto superintendency.

Mr. Price, who is widely-known in Northern California school circles, and who has contributed on several occasions to Sierra Educational News, assumed his new duties on June first.

F. W. Denny, teacher in Modesto High-school (C. E. Overman, principal), is conducting a corrective reading project in that school. This controlled experiment is of much interest and value and will be reported further in a later issue of this magazine.

* * *

Samuel E. Cassino, publisher, Salem, Massachusetts, is issuing 30th edition of his naturalist's directory and has in preparation a national philatelic directory. Many Californians are listed in these valuable directories.

* * *

Progressivism

JOHN W. WILSON, principal, David Starr Jordan Highschool, Long Beach, made an address on the philosophy and objectives of the progressive schools, at the secondary school principals convention at Pasadena. His paper attracted so great interest that it has been mimeographed and made available for distribution.

In the conclusion of his paper he states that the new school is based upon a dynamic philosophy and an organismic psychology which have demanded new objectives and new methods. The emphasis on mere going to college is being removed and unity of the whole educational program will take its place in the students consciousness and the aims of both school and college.

It desires to make young people develop the insight, the powers, and the self direction necessary for resourceful and constructive living; to establish a type of secondary education, flexible, responsive to changing needs, and clearly based upon an understanding of the qualities needed in adult

life; to develop students who regard education as a continual quest for meanings rather than credit accumulation; who desire to investigate, to follow the leadings of a subject, to explore new fields of thought; who know how to budget time, to read well, to explore new fields of thought, to use sources of knowledge effectively; and who are experienced with fulfilling obligations which come with membership in the school or college community.

* * *

Estelle Carpenter, supervisor of music, San Francisco Public Schools and chairman, San Francisco Public Schools Music Week, has returned from the Music Educators National Conference, New York City. Miss Carpenter was confirmed as a founder of the Conference and is the first life member on the Pacific Coast.

She attended the last two concerts of the Young People's Symphony directed by Ernest Schelling in Carnegie Hall, and as she is a member of the Advisory Committee of the San Francisco Young People's Symphony, journeyed westward to attend the opening Young People's Symphony Concert under Mr. Schelling in the San Francisco Opera House.

She attended the National Broadcasting Company Music Appreciation Hour given in the Metropolitan Opera House by Dr. Walter Damrosch.

Citizenship and the Constitution
by Leland S. Martin, teacher of citizenship, Humboldt Evening High School, San Francisco. A compact text on the study of federal and state constitutions. For teachers, students and prospective citizens. 50 cents a copy; 10 copies, 40c each; 20 or more copies, 35 cents each. If not obtainable from your book store write to Leland S. Martin, 114 Granville Way, San Francisco. *Include 5c per copy for postage and tax if ordered direct*

The Bean Boy

John Douglas Conway, noted teacher of dancing at Alta Vista School, Auburn, and a group of his pupils recently presented The Bean Boy, a visual outgrowth of an integrated activity dealing with the Greek period. Mr. Conway has been a speaker in the New World broadcast and is an exponent of progressive education.

* * *

Cyrus C. Walker, teacher of mechanical drawing at Polytechnic Highschool, San Francisco, has prepared an excellent article upon tobacco, of interest to all teachers and young people. We are unable to publish his statement at this time, but call attention to his strong condemnation of a widespread habit.

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PHOTOGRAPHY

PHOTOGRAPHY IN A CALIFORNIA HIGH SCHOOL

Earl G. Baird, Instructor, Pasadena

JOHN MUIR Technical High-school, of Pasadena, first introduced the course in photography in the year 1930-31. There was one small group of students who had already taken the usual course in chemistry under the instruction of the author, and who wanted additional work that was related in some way to that subject. The course met with a reasonable success and was again offered the next year. From that time the expansion was fairly rapid.

An advanced course was offered in 1932-33 and for the last three years the work has demanded the full time of the instructor. The present set-up includes three periods of beginning photography and a double period of advanced photography, each of one year. The total number of students accommodated is about 110. Usually there are a number more that desire to enroll.

The beginning course has as its central idea the study and development of photography as a hobby for personal enjoyment. The student learns to take those pictures which are naturally interesting to most persons, the personal snapshot, the home portrait, interiors, landscapes, still life and action. He develops his own films and makes the prints and the enlargements. The coloring of photographs and the making of Christmas greeting cards are two popular assignments of the first semester.

Technical Knowledge Needed

While he is doing this practical work, there is a natural demand for some more technical knowledge of lenses, exposures, and the chemistry of the processes of development and fixation. The second semester the work includes the study of the principles of pictorial composition and the artistic handling of such subjects as portraits, landscapes, and still life.

The student learns to operate the view, portrait, and reflex type cameras. The chemistry and technique of many special subjects is covered. There is

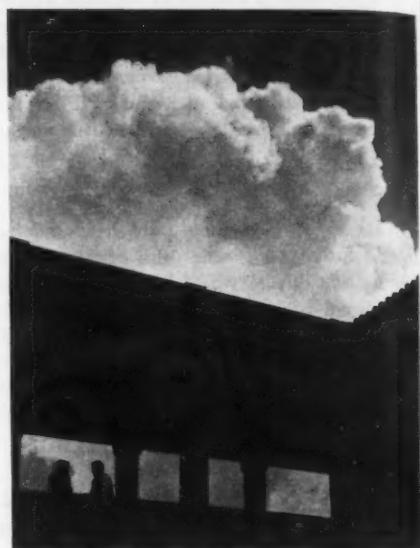
a considerable amount of mathematics and science introduced in the study of light, lenses, and the photography of colored objects, both in black and white, and in natural color.

The advanced course is open only to those students who make a recommended grade in the beginning course. This class meets for two periods per day during the entire year. The central idea of the course is vocational training in photography. A large amount of fine instructional work is afforded by the work on the "Sequoian," the school yearbook. The students do all of this, including school life, action, groups, portraits. They sometimes assist the art department with section pages and the like. Since the introduction of this course the amount of photographic work in the school yearbook has more than doubled. The National Scholastic Press Association has given the Sequoian an All-American rating for the three years, 1933, 1934, and 1935. Columbia also rated the 1935 issue as Medallist.

All Co-operate

A considerable amount of work is also done in co-operation with other departments of the school and other schools of the system. This includes publicity, records, and instructional

A representative photograph by a student



Cloud effect. Photographic study by a student. John Muir Technical Highschool students have won many awards and honors for their fine photographs.

projects. The students are encouraged to do pictorial work of all kinds. During the last two years 25% of the prints exhibited in the Salon of Photography of the Los Angeles County Fair were made by present or former members of Muir Tech photo classes. Considerable time is spent on the science and technique of the fundamental and special processes.

When this work was first introduced, the equipment and laboratory facilities were meager indeed. One four-by-five camera, an amateur printer and one small enlarger about completed the list. The darkroom was a small room opening directly off a main hall, and could not be entered while any sensitive material was uncovered.

Another small closet on the floor above was fitted up for an enlarging room. On laboratory days, the instructor would have to supervise the work in both places. In order to gain access it was necessary to knock and wait until all paper could be covered. Sometimes this required four or five minutes. Surely, supervision under difficulties!

Our Working Suite

The class instruction was carried on in the chemistry laboratory. Since that time a recitation and workroom has been set aside for photography alone. In connection with this are four small darkrooms which serve as a stockroom, printing, enlarging, and developing rooms. Any of these may be reached

by means of communicating passages at any time. While not as large as desirable, these rooms afford working facilities for about two-thirds of the usual class enrollment. The remainder of the students work in the main room on such projects as mixing solutions; mounting, coloring, or toning prints; or reducing, intensifying, or retouching negatives.

In addition there is another room used exclusively as a portrait studio. This contains a professional portrait camera and adequate lighting equipment of various kinds. Another closet is used for loading films without danger of contamination by chemicals. As new equipment has been purchased, an attempt has been made to obtain as many different styles as possible in order that the student might become more familiar with the kinds of equipment found in professional establishments. At present the school owns three view cameras: a graflex, a speed graphic, and a century portrait camera, as well as three enlargers and four printers all of different makes.

THE instruction is carried on by class demonstrations, lectures, discussions, and assigned readings in the textbooks and in various other references. The library now has nearly seventy-five books on photography. As soon as the necessary instruction concerning a unit of work has been given, the student is allowed the opportunity to carry out that process for himself. The work is necessarily individual in character. On any laboratory day there are likely to be ten or more processes going on at the same time. This makes the problem of supervision rather difficult; but, on the other hand, it has the advantage of allowing the student opportunity for developing his own initiative and sense of responsibility.

The Time Schedule

In the first course there are usually two days of class work and three days of laboratory work per week. During the second semester, each student carries out some project, many of which are definitely controlled experiments showing a comparison of different processes or methods. Whenever possible, the results are prepared in the form of a chart or a series of pictures which may be used for later instruction.

In the advanced class there is usually a short period of 15 or 20 minutes at the beginning of each double period, which is used for the assignment and discussion of the particular problems incident to the work of that day. One day a week is reserved for advanced instruction. Each student is, as far as possible, given the responsibility for definite units of work. For example, a student will have one page of the portraits in the yearbook assigned to him. He will take the pictures, develop the films, make the proofs, do the retouching, and make the glossy and finished prints. While it is not possible to follow this method completely, it has helped greatly in giving the student a

sense of personal responsibility and pride of accomplishment. Much greater speed of production and a higher quality of work could be obtained by a "factory" plan where each student would work on one or two processes only; but it would not be good teaching.

Cost of Instruction

The cost of this type of instruction is necessarily more than the usual academic subjects, but it does not run higher than the average for laboratory science and shop courses. An attempt is made to give only such photographic assignments as are naturally interesting to the student. They are, therefore, willing to pay for the films used in making pictures of their friends, relatives, home, and school. During the first year, each student spends an average of about \$3 per semester. This cost may be even less for the advanced students, because so much of his time may be taken up in doing school production work. However, many of the students spend voluntarily from \$5-25 on their own work.

The cost of equipment is not higher than for most shop or laboratory courses. However, since this equipment is used in so many places both in and out of the building, the utmost care is necessary to prevent loss and damage. Some method of checking out equipment to the individual student is necessary. The training which the student receives in the care of such equipment is one of the most valuable parts of the course.

IT may not be out of place to give a few words concerning the relationship of the school and the students to the commercial photographers and dealers of the community. It is the definite policy not to permit the students individually or as a class to do outside commercial work for profit. Any work which is distinctly individual in character or definitely a part of the regular school activity; such as, publicity, instruc-



Photography workroom and classroom

tion, school records, or any work connected with the school publications, is legitimately a part of the work which should be carried on by these classes.

In the long run, such instruction must have a very beneficial effect on all branches of photographic business. Many of the students have purchased cameras costing from \$25-250, and the total amount of money spent for photographic materials and equipment of all kinds will amount to several thousand dollars. Many students build their own darkrooms and will continue to follow photography as a hobby for the rest of their lives.

Even those who do not continue to do their own finishing after graduation will have acquired an interest in and an appreciation for good photography which will make them discriminating but active customers for all kinds of finished photographs.

In these days when there is a general revaluation and realignment of the subject matter of the curriculum, it seems that photography should have very thoughtful consideration. In the first place, it is easily motivated. Students are naturally interested in photography. There is something about seeing a picture grow from a blank piece of paper during the process of development that has a never ending appeal. On the afternoons when after-school work is allowed in our darkrooms, they are always filled to capacity. Then there is a wonderful training in the mastery of a technique that is as varied as that of photography. All the steps in the production of a picture, from the selection of the negative material, through exposure and development of the negative, and the making of the print, require thoughtful and careful workmanship. Again this is an ideal means for motivating the study of certain phases of mathematics, chemistry, and physics. There is much more mathematics and science in photography than one will ever have time to teach.

Unique Art

In the field of art, photography holds a unique place. Many students do not have the natural ability and aptitude which will make it possible for them to produce creditable art products with a reasonable amount of instruction. However, any student that

Social Grouping

DR. Helena Petrovitch-Niegosch's dissertation for her degree of Doctor of Philosophy, University of Southern California, Los Angeles, 1935, was an analysis of the activity program and the social grouping plan as related to certain problems of modern educational philosophy.

Her study in social grouping revealed that while social growth was really the most outstanding result of the year's work, the academic progress also was more than the expectancy. It was evident, not only at the end of the year, but in the activities of every day, that the social grouping plan, by relieving the situation of emotional and social strain, was conducive to greater personality growth, socially, emotionally, and academically, than could have been expected under a more rigid pupil classification.

is reasonably intelligent and careful can learn to make good photographs in one semester. To acquire the ability to make photographic works of art will require considerably longer, but it can be done without the rather specialized skill necessary to make a good drawing or painting.

THE applications of photography in modern life make it rank along with printing, power transportation, and electrical communication. Photography today is invaluable in the fields of publicity, instruction, entertainment, advertising, science, and medicine. Should a subject which is so interesting, so important in many fields, and which is so definitely teachable, be longer neglected in the field of secondary education?

* * *

Raymond King, teacher in Palo Alto schools, has made an excellent statement concerning the value of purpose in school-work. He declares that the administration of purpose must be done in *indirect* ways.

He calls it a by-product of presentation; not in the subject-matter but in the formulation of such. "Take advantage of every opportunity to give as much of the subject a practical slant as you can. What the students are studying will then appear as an integral part of life and tends to become irresistibly alluring as is life. Any success along this line will have to flow largely from the teacher's personality. Upon her interest, alertness, resourcefulness and ability depends how much she can accomplish in this respect."

* * *

New Henley Book

NORMAN W. HENLEY Publishing Company recently brought out a very important text on Elements of Diesel Engineering, by the noted consulting engineer, Orville Adams; 478 pages, 332 illustrations. The rapidly-increasing importance of the diesel engine makes Adams' manual of particular value at this time. It has wide use in schools.

* * *

Salaries Restored

INE thousand San Francisco public school teachers will receive \$10 monthly raises in pay in the new city budget. The pay increases will be given without increasing the tax rate. The raises go to teachers in the lower pay brackets. Most of them have been receiving \$115 a month. The move will partially re-establish the automatic salary increase schedule which was abandoned by the school department when hard times came.

Integration (Continued from Page 22)

Every break in the student's progress is accompanied by a gap. New adjustments are required for every transfer to a new unit and these adjustments are time-consuming and wasteful. By uniting two of the traditional units into one we facilitate the continuous development of the student.

6. It reduces cost by making necessary one less plant for a complete educational program through the secondary school.

The 6-4-4 plan requires one less plant with attendant savings in capital outlay and administrative and operating expense.

THE conditions of modern industrial and social life in America are rapidly making necessary an educational system extending through the junior college. Vocational adjustment is hardly possible or even desirable before approximately the age of twenty. The increased leisure of our new machine age requires a longer period of preparation than in pre-war days.

Public education must accept the challenge of providing a continuous educational experience through the junior college. This problem cannot be adequately solved without a reorganization of education with increased integrations in the highschool and junior college levels.

* * *

Descriptive Economics for Beginners, by Ethel Culbert Grass (with the collaboration of her husband, Norman S. B. Grass, professor of business history, Harvard University) is an illustrated volume of 565 pages, published by Henry Holt and Company. It is a simple, introductory text covering the field of modern economics.

* * *

J. E. Partridge, Butte County superintendent of schools, recently conducted a very successful and interesting annual school trustees institute May 8 and 9, at Oroville.

Musical and other numbers, presented by pupil groups from various Butte County schools, included band, orchestra, glee club, dances, harmonica, tap dancing, clogging and other stunts.

The pupils of Wyandotte School, Mrs. Josephine Miskella, teacher, put on a clever play entitled "A Day in a Book Clinic." The diversified program of auditorium activities beautifully illustrated many features of progressive education.

Addresses were made by several leaders including Deputy State Superintendent Sam H. Cohn and Lloyd D. Bernard, director of teacher training, Chico State College.

A. S. Barnes and Company have brought out two important books in the field of physical education. The Teaching of Body Mechanics in Elementary and Secondary Schools, by Ivalclare S. Howland, 203 pages, illustrated, is a comprehensive guide.

Physical Education Achievement Scales for boys in secondary schools is by three authors, Frederick W. Cozens, professor of physical education, University of California at Los Angeles; Martin H. Trieb, assistant supervisor, physical education and athletics, Los Angeles City Schools; and N. P. Neilson, associate professor of physical education and hygiene, Stanford University; 155 pages, 95 tables.

* * *

A. N. Marquis Company, publishers, 919 North Michigan Avenue, Chicago, are bringing out the 1936-37 edition of Who's Who in America in which California is abundantly represented.

* * *

Secondary Standards

A GRANT of \$116,000 has been made by one of the educational foundations for the completion of the study of secondary school standards and accrediting procedures which has been carried on by the national committee for the co-operative study of secondary school standards. The committee consists of 21 members, representing the six regional associations of colleges and secondary schools.

Dr. George E. Carrothers, University of Michigan, is chairman of the general committee. Dr. E. D. Grizzell, University of Pennsylvania, is chairman of the executive committee. These two men, with Dr. Joseph Roemer, of Peabody College for Teachers, constitute the administrative committee which has direct responsibility for the study. Carl A. Jessen, specialist in secondary education, of the United States Office of Education, is secretary of the committees.

A grant of \$25,000 a year ago by the same foundation, supplemented by contributions in excess of \$12,500 from the co-operating regional associations, has financed the earlier phases of the study. These have been concerned with the formulation and development of sets of guiding principles and tentative criteria for judging secondary schools which it is hoped will be more valid, more flexible, and more stimulating than any that have been in existence in the past.

The Co-operative Study of Secondary School Standards opened a central executive and research office at 744 Jackson Place, Washington, D. C., at the headquarters of the American Council on Education, last September. It is in charge of Dr. Walter Crosby Eells, professor of education at Stanford University, who was given leave of absence to become co-ordinator of this important nation-wide study.

Defeat These Proposals

(Continued from Page 8)

fact, own no real property. They believe that if the sales tax is eliminated they will save this average of \$12 per head within their families. This may be so, although rent values may increase so rapidly that any saving made from the elimination of the sales tax will be more than offset by increased rent occasioned by the application of the single tax.

A large organized group of influential voters has passed a resolution asking for the elimination of the sales tax. This group is almost entirely urban in its composition and may be expected to militantly work for the abolition of this tax.

It is therefore absolutely necessary that every California property-owner shall work in and out of season to defeat the proposal to repeal the retail sales tax.

* * *

The Cereal Story

An attractive, illustrated booklet, titled "The Cereal Story," has just been issued by Albers Bros. Milling Company, western millers, and is being offered now for use in school rooms, where pupils are studying grains. The booklet tells the origin, history and development of grains and grain markets, and the improvements in methods of milling and manufacturing flours and cereals. As the title suggests, it is a story of cereals, and their importance in the world. These booklets are available without cost through Albers Bros. Milling Company's Seattle office.

* * *

Pony Express

HOWARD R. DRIGGS, professor of English at New York University and an authority on Western History, is the author of *The Pony Express Goes Through*. In his latest book Dr. Driggs pictures the gold rush days of California and the efforts of the Argonauts to secure means of communication with their friends and families in the East.

Other stories of an intensely human-interest type and historically accurate are also related. Frederick A. Stokes Company of New York published the volume.

* * *

One Man's Opinion is an attractively printed and handsomely bound brochure of 60 pages comprising well-written essays and other selections from the daily column of Duncan Ellsworth Clark in Santa Ana Journal and Ventura County Star. Mr. Clark is curriculum consultant and director of research, Ventura City Schools.

Students from all over the world will attend a summer conference, June 14 to 25, at the International House, 8 West 40th Street, New York City. The program will be divided into morning lectures, seminars, and round table discussions. Evenings will be spent dining at native restaurants in various foreign quarters of New York City; meetings and parties at International House studying national cultures through the media of drama, music, art, dance; and in attendance at concerts and plays in the city.

* * *

West Coast School

AN outdoor school which combines recreation and study under ideal conditions, San Jose State College's unique West Coast School of Nature-Study will open June 21 at Big Basin State Park in the Santa Cruz Mountains.

Offering college credit for enjoyable excursions and investigations at the heart of nature, the West Coast School is designed as a true vacation for the teacher or prospective teacher who expects to escape the classroom during the summer—and at the same time prepare herself for advanced teaching in the rapidly developing field of school science.

Three distinctly different California locations have been selected for the four-week period this year: Big Basin from June 21 to 27; Clear Lake from June 28 to July 4; and Yosemite National Park from July 5 to 11, and July 12 to 18.

Instruction at this outdoor school is provided by members of the Natural Science staff of the San Jose State College,

all specialists in particular phases of nature. Headed by Dr. P. Victor Peterson, chairman of the department, who conducts the study of trees for West Coast School, the staff includes Dr. Carl D. Duncan, insects; Dr. Karl S. Hazeltine, nature materials; Dr. Gayle B. Pickwell, birds; Fred E. Buss, geology and physiography; Emily Smith, wild flowers; and Mrs. Gertrude W. Moore, registrar and financial secretary.

Two units of credit is allowed through San Jose State College for each six-day session to all who meet college entrance requirements. Thus it is possible to earn 2, 4, 6, or 8 quarter units of credit, according to the time spent. No competitive examinations are given.

Fees include total cost of instruction, meals, and lodging, although transportation from points of residence to location of the school must be arranged by individual entrants.

* * *

Lillian Mohr Fox, supervisor of elementary music education, Pasadena (with Professor L. Thomas Hopkins of Teachers College, Columbia University), is author of a comprehensive and thoroughly-modern illustrated book of 350 pages on Creative School Music.

Experimentation in this field began in Pasadena around 1928. The new activity program brought increasing flow of original music expression. Mrs. Fox has had wide professional experience and is nationally known for her researches in the field of creative school music. California in general and Pasadena in particular can be very proud of Mrs. Fox's work.

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Ventura Studies

LEWIS WILBER CLARK, chairman, English-social studies department, Ventura Union Junior Highschool, and member of regional service committee for the improvement of secondary school curricula, Ventura County, has prepared two excellent and well-organized monographs,—1. Development of the pupil-teacher planned unit in the social studies; 2. Recent trends in the philosophy and practices of our secondary schools.

His committee is working under the direction of Dr. Aubrey A. Douglass, chief, State Division of Secondary Education. Dr. Douglass states that this material represents the type of thinking which must precede

sound progress in curriculum making in California secondary schools.

Mr. Clark is now preparing an article on a general plan of curriculum improvement that might be adopted by the principal of a traditional type junior highschool without too much change in present equipment or organization. Its title is A tentative plan for a basic course in human relations for the junior highschool. He expects to have it ready for distribution sometime in June.

* * *

W. T. Atkin, principal of Dorris Highschool, was elected principal of the Yreka Highschool at a recent meeting of the Siskiyou County Union Highschool District Board.

Atkin succeeds Otis Wilson who served for five years. Wilson has accepted a position as superintendent of schools and principal of the highschool at Emeryville.

Charles R. Greene, principal of the Happy Camp Highschool, was elected as principal at Dorris. Paul Goodwin of Weed Highschool faculty was offered the principalship at Happy Camp.

All other principals of the district were re-appointed to their present positions.

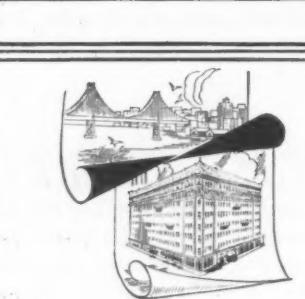
* * *

Frank L. Cummings, city superintendent of schools, was re-elected as principal of Chico Highschool by the board of education.

Cummings had asked the board that the position of city superintendent of schools and principal be separated but for the sake of economy the board decided to combine the two.

His contract as superintendent has two more years before it will expire, but the principalship of the highschool must be decided yearly.

Mrs. Beatrice A. K. Jones was re-employed as supervisor of elementary instruction.



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James Woods, Pres.

Ernest Drury, Mgr.

Traffic Safety

J. B. Vasche, Oakdale

CALIFORNIA State Automobile Association has developed a splendid course of study in traffic safety for use in senior highschools and junior colleges.

Extensive research by the association as to causes and preventives has developed the startling fact that the greatest increase in traffic accidents is occurring in the 16 to 21 year age group, which embraces the secondary-school range. This new program comes as a direct result of the success which the association's six-year old program in elementary schools has had in the reduction of the accident toll in that age group and accordingly proved definitely that results can be obtained by correct mental guidance.

The course is divided into 16 lessons. The lessons are arranged in groups of fours, with a questionnaire following the study of each group. Transportation and the traffic problem, the human element in driving, traffic laws, and traffic—your problem and mine, are the four major divisions of the course. The association provides as many copies of the lessons as are needed for classroom use in any school.

This group of safety lessons might be used by the school as an auxiliary to be woven into existing social-studies or public speaking offerings, or they might be presented in the form of a separate course or as a home-room consideration. One school, the Oakdale Union Highschool, has incorporated this group of lessons into its existing course in Social Problems. Other highschools are utilizing similar existing courses for this activity.

School officials who would like to avail



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themselves of this excellent safety course might do so by writing the public safety department of California State Automobile Association, 150 Van Ness Avenue, San Francisco, or by consulting any one of its several branch offices.

Traffic safety is of rapidly-increasing importance in the activities of all progressive schools.

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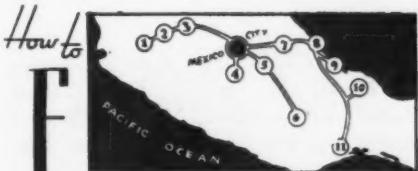
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TIERRA FRIA (cold country): Uruapan (1), Lake Patzcuaro (2), and Morelia (3) are but overnight from Mexico City (see chart above). So is Oaxaca (6), where you will see the amazing Monte Alban and Mitla archeological zones, as well as the world's largest tree (reached via Puebla) (5), overnight also are Jalapa, Coatepec and Texolo Falls (7), in the land of the orchid.

TIERRA TEMPLADA (semi-tropical): Sports Tampico, modern Monterrey, evergreen Cordoba, historic Veracruz (8), quaint Alvarado (9), primitive Lake Catemaco (10), and the glorious Isthmus of Tehuantepec (11) — haunt of that fabulous race of Amazons, the Tehuanas—for those who frankly love warm weather, white linens, and bathing suits. Cuernavaca (4) is but two hours from Mexico City. Warm or cool, take your choice. Either is ESCAPE. And, oh, how you'll love it all! If your travel agent does not know about these lovely places, write for free booklet "Overnight from Mexico City." Also write for catalogue of National University of Mexico Summer School.

Handsome 7-color Pictorial Map of Mexico for only 10c stamps or coin.

National Railways of MEXICO
201 North Wells Building Chicago, Illinois

TRAVEL SECTION

(Continued from Page 7)

child learn so much about transportation by looking.

Students may trace mankind to his earliest origin by means of the skeletal casts and masks in the Palace of Science. In the Federal exhibit they may see the process of engraving money, of making postage stamps, and the fascinating technique and equipment of the G-men. They may be officially fingerprinted for the Washington files. In the Palace of Fine Arts they may look at \$2,000,000 worth of famous paintings

loaned from great collections all over the world.

They may see the costume of Jedediah Smith who came to California in 1826 and the gold-mining tools used by John Marshall in 1848. They may ride on the roads of the Pacific, where road construction, land contour, and vegetation simulate the countries with Pacific shores. They may hear five symphony orchestras, each of which is to give concerts for a two week period.

The California Pacific International Exposition is a center for culture and beauty and pleasure.



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S.S. Princess Adelaide from Vancouver,
B. C. every Wednesday. Quaint ports
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full in a short time. Reservations should
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*Tickets, San Francisco to Seattle and
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Cost of 12 day tour from San Francisco:
Round trip fare and lower berth . \$93
4 day all expense tour in the
Canadian Rockies \$55

Hotels and meals enroute will
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Total \$180

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* * *

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Music Festival

SANTA Cruz County rural-school children and teachers recently paid tribute to National Music Week with a mammoth festival at the Watsonville Civic Auditorium. 1500 pupils, including 300 harmonica players, 150-piece band and chorus of 1000 voices, under direction of W. W. Morey, rural school bandmaster, and Mrs. Maude L. Byer, rural music supervisor, gave a beautiful and inspiring program. A pageant of 125 children, dressed in lovely flower costumes, gave elaborate dances.

Janie M. Stocking, Santa Cruz County superintendent, and all her associates can be very proud of the spectacular pageant which thrilled a large audience.

* * *

Stanford University Press on June 15 will publish Express and Stage Coach Days in California by Oscar O. Winther.

Hillman Tours

THE Latin Americas are among the major attractions for Californians this summer. The many tourists returning from these countries bring tales of their immense wealth in scenic beauty, native traditions and historic interest.

Mexico, so close to home and yet as foreign as a remote corner of the world, offers days replete with fascinating discoveries of an ancient civilization, coupled with the scenic wonder of its natural setting and the modernity of its metropolitan areas.

Central American tropical jungles are imbued with the traditions of the ancient Indian tribes. Vivid green mountains contrast with blue skies and placid mountain lakes.

South America offers a happy combination of leisurely days aboard luxuriously-appointed steamers, visits to world-famous centers and interesting sight-seeing trips into primitive regions.

Don E. Hillman originated and pioneered the Great White Fleet water-cruises to old Mexico. He has planned a series of tours to these countries under auspices of Hillman Cruise-Tours. Mr. and Mrs. Hillman will personally conduct a great circle tour to Mexico City, leaving San Francisco and Los Angeles July 5 on White Aztec special train.

* * *

Advertising the West

"See California and All the West" is the title of a new striking four-color folder just produced by Greyhound Lines. On the cover in clever cartoon style, two tourists are seen gazing in amazement at the immensity of the Bay Bridge; on the other side is also a cartoon in four colors depicting sunshine, beaches, and movie-making.

Twenty-four pages are given over to descriptive material telling of the many attractions of the West. A great number of excellent photographs further depict the scenic marvels of the Pacific Coast.

In the center there is a large four-color map showing the main routes in Washington, Oregon, California, Arizona, and New Mexico. This map is made even more valuable by many thumbnail sketches of the most outstanding attractions.

Two hundred thousand of these folders are being distributed throughout America. A copy of this folder can be obtained from the local Greyhound agent or tourist bureau.

* * *

Charles E. Teach, San Luis Obispo City superintendent of schools, has accepted unanimous reelection by the board of education to serve his third four-year term there. Mr. Teach and his teachers have maintained a 100% enrollment in C. T. A. throughout this period.

* * *

The Story of Our Constitution, by George L. Knapp, an authoritative statement of 315 pages, is a lively, attractive book published by Dodd Mead and Company. Mr. Knapp has written numerous books for boys.

Yellowstone

GEORGE C. CROWE, assistant park naturalist, Yellowstone National Park, and formerly of Yosemite National Park, reports the ever-growing popularity of naturalist service in that great park. He states:

"Four of Yellowstone's museums are known as trailside type, for they contain



exhibits of natural history concerning the immediate vicinity. The rustic log structure at Norris Geyser Basin is filled with displays which tell of the geology and thermal activity close by.

"At Madison Junction, history is the keynote. One can look from the museum across the meadow where the Firehole and Gibbon Rivers join to form the Madison River. This spot is historic. It is world-famous, for it is the birthplace of the National Park idea, which has spread to the nations of the world.

"Here at a campfire in 1872, Cornelius Hedges, a member of the Washburn-Langford-Doane party, suggested that this Yellowstone region be set aside for all time, as a park for the American people. In 1872 Congress dedicated Yellowstone Park as a pleasure-ground 'for the benefit and enjoyment of the people'."

* * *

Madera County Principals Association new officers are: President, David Telfers, Madera; vice president, Mary L. Clawson, Madera; secretary-treasurer, Truman Bratton, Madera.

Recently the principals held an all-day session at Memorial Hall, Madera, with luncheon at Hotel Aragon. The outgoing president, Alice Pitman, presided. Grace Adams, supervisor, Los Angeles County Schools, and Mrs. Ethel Keenan, principal, Bassett School, Los Angeles County, were speakers.

Howard Rowe, Madera county superintendent of schools, with several of his teachers, recently visited progressive schools in Los Angeles County.—Mrs. Mary L. Clawson, Madera.

* * *

Our Theater Today, a most interesting composite handbook of the art, craft, and management of the contemporary theater, by a group of distinguished authors, is edited by Herschel L. Bricker, University of Maine; published by Samuel French, Los Angeles.

New Superintendents

Roy W. Cloud

MAJOR JOSEPH P. NOURSE, principal of Galileo Highschool, has been selected by the Board of Education of San Francisco to head the school system of that city. He succeeds Dr. Edwin A. Lee.

Major Nourse has been identified with the public schools of California for many years. He entered Stanford University with the class of 1898, from Santa Ana. He taught for three years in his home town, then in 1901 accepted a position as Latin and Greek teacher at Lowell Highschool. He continued as a classroom teacher until 1915 when he organized the cadets at Lowell High and became actively interested in the R. O. T. C. movement.

During the war he was given a commission in the army and had charge of education work at the Presidio in San Francisco. After the war he re-entered teaching in the Humboldt Evening Highschool, served as vice-principal of the Commercial Highschool and acting principal of Polytechnic Highschool, which he left in 1921 to become principal of Galileo Highschool.

Major Nourse's activities in San Francisco have not only been confined to his principalship, but he has also served several terms as president of San Francisco Teachers Association.

He is married; his son is a graduate of

West Point and two daughters reside in San Francisco.

Major Nourse comes of a distinguished family. His brother, John T., is presiding justice of the California District Court of Appeals; Bayard D. Nourse is president of the Fireman's Fund Insurance Company, and the late James R. Nourse was editor of the San Francisco Examiner.

We predict that Major Nourse will be an outstanding school executive and that his counsel will be sought by those interested in educational work. He has demonstrated his ability and loyalty. San Francisco's Board of Education is to be congratulated on their choice.

* * *

J.. R. OVERTURF, for a number of years past assistant superintendent of schools at Sacramento, has resigned his position to accept the superintendency at Palo Alto, which Superintendent A. B. Barker will leave on July 1.

Mr. Overturf came to California from Nebraska where he has been a teacher, principal and superintendent after his graduation from the university of that state. He enrolled at Stanford University and, after securing his Master's Degree, served for several years as Superintendent of Schools in Lodi. From there he went to the capital city.

His work has been marked by its effectiveness and its progressive nature. Mr.

Overturf will give a sympathetic understanding to the school situation in Palo Alto and because of his fine qualities he is sure to make many friends there.

* * *

DR. VIRGIL E. DICKSON, for several years past assistant superintendent of Berkeley schools and director of research, succeeds Dr. L. W. Smith as superintendent of schools, Berkeley.

Dr. Dickson is an authority on tests and measurements and has written books covering that subject and prepared articles which have appeared in the leading educational magazines of the country.

Dr. Dickson spent his college days in Washington. He came to Stanford University from Cheney Normal School, Washington, to take his advanced work. He was given his doctor of philosophy degree by Stanford and entered the Oakland School Department as a research worker. He left Oakland to accept the Berkeley position.

Dr. Dickson is well and favorably known in California educational circles, where he has frequently appeared on school programs.



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INDUSTRIAL ARTS

INTEGRATIVE VALUES OF THE INDUSTRIAL ARTS PROGRAM

Jesse E. Rathbun, Teacher, Senior Highschool, Vallejo

LEADING men in the field of education not only agree that education and society are facing a change, but also that both are experiencing a change. This change is inevitable; if it is not a planned, controlled, and constructive change it will be an unplanned, uncontrolled and likely, a destructive change.

It is also fairly well agreed that the school has a very definite responsibility in bringing the life of the pupil into harmony with contemporary social problems, which are problems of a changing society.

The industrial-arts subjects have been established as a very important part of the school curriculum with a large proportion of the emphasis placed upon skills and education for personal profit. The question naturally arises, with the shifting emphasis from education for personal gain to education for social improvement where do the industrial-arts subjects fit into the new education?

That is to ask, just where are the integrative forces and values of the industrial-arts program? To answer such a question relative to any subject one must search far below the surface, and this is especially true of the subjects which are so closely linked with our complicated industrial progress, which has been largely responsible for our present social and economic transition period.

On the surface, integration too often has been interpreted as meaning the dragging together of subject-matter, when in reality it could mean the searching for life-like problems in every field. This, to a large degree, has been true in the industrial-arts subjects. Teachers suddenly became conscious of the trend toward integration and in order to co-operate in such a program turned toward experimenting with subject-matter in several fields.

Such endeavor should not be criticized until some results are observed, but nevertheless, the ever-present

danger is that in the effort to integrate the program the individual may be allowed to fall by the wayside. Too often the program is revised as though it possessed value in and of itself when the final goal is to integrate the life of the pupil.

The industrial-arts subjects have much in common with practically every subject in the educational program. To interpret integration as merely a correlation of subject-matter would place the industrial-arts subjects in a prominent place in the program. Much is held in common with every subject.

The following examples serve merely as examples with no intention of listing the integrative values of any subject. Art, for example, is so closely related that it is impossible to teach industrial-arts without teaching the fundamentals of design and, to some extent, the history and progress made in the artistic field.

Science and Industry

The same is true in the field of science—science has a mechanical side and every industrial-arts subject has a scientific side. Science and industrial practice have grown up together. Mathematics, likewise, makes up a large and important part of every practical subject.

The social and cultural progress made by civilized people are so closely related to the arts and crafts that to understand the industrial development

League College

ELEVENTH annual session of the League College sponsored by National League of Teachers Associations, will be held at Reed College, Portland, Oregon, July 6-17. The course will deal with general problems of teachers security. Credit for two semester hours will be granted in education to those participating. Further information can be secured from the president of the League, Lulu Mock, 1921 Park Avenue, Dallas, Texas, or Helen Holt, western vice-president, Alameda.

is to expose a large field usually classified as social studies. Our economic situation to a large extent is based on the present conditions surrounding our technological progress. The rise and development of industry could not be considered without looking far below the surface of the economic problems.

And so it is with many other subjects of the school curriculum. These practical subjects are not special subjects in the program, but rather tools of education as every other subject. They are not subjects existing merely for vocational purposes or for education for personal profit, but rather for a clearer understanding of life problems and social development.

SUCH an interpretation of the integrative values of the industrial-arts subjects places them in a very important place in the curriculum. It means the placing of these subjects in a program of integrated subject-matter which is designed to integrate the mental activity of the individual. To the extent that it does this depends upon the success the program has with dealing with the pupil's entire life.

His school life may be successfully integrated, but this in turn must be brought into harmony with his life out of school: his social, economic, home, and later his adult life.

To understand the present social and economic problems the pupil must have a thorough understanding of what changes in society brought about these problems. To face them, which he must, without an understanding of their significance and what brought them about creates a distrust of what has gone on in the past which in turn makes him suspicious of the present and future.

Create Understanding

Above all else such an attitude must be avoided. The pupil must be brought to see and understand the forces which make necessary a new social order. The school program is directly responsible for creating an understanding of the past to enable him to understand and see clearly the present-day problems.

The basic changes bringing about our present day social and economic problems were brought about by the development of industry. Science and technology have aided in forming a restless society, which is restless because of the lack of ability to make the necessary adjustments to changing conditions.

Much of the insecurity which is felt by the family, and which the pupil cannot escape feeling, was brought about by our technological progress. Desire for personal advancement strongly entered in during the

rise of our industrial life making pecuniary profit a major motive which lead to the exploitation of human resources.

The pupil must be brought to realize that it is largely the selfish human element in a potential technological age that is causing our lack of adjustment rather than machine-industry itself. He must be led to see technology as the skilled control of the energies of nature which will eventually lead to social and economic security and establish a basis for a highly developed culture in which all may share.

When the pupil has been brought to interpret our social problems in terms of such necessary changes he can look upon them with hope and faith rather than with suspicion and distrust.

THIS is the problem of every subject and every department in the school. Each must share the responsibility, but some subjects are better equipped to serve this objective than others. To these specially-equipped subjects fall the major responsibility. The industrial-arts subjects are probably better equipped to serve such a purpose than any other subject of the program. This places these subjects in a prominent place in such an effort to integrate the life of the individual.

No subjects are so well-equipped as they to study the technological development which has been largely responsible for our present social order. These practical subjects present an interesting and practical approach to the past which must be explored to understand the present.

To understand the progress of mechanical invention and industry is to understand the forces bringing about our present social and economic problems. This progress can be studied best in the industrial arts classes where theory and abstract thinking are replaced by practical problems and concrete examples.

School Shop is Most Useful

The understanding of the modern practices which are a direct result of the workings of the mighty forces of the past is equally important, and must also be approached from a practical point-of-view. Although methods of industry are not to be reproduced in the school shop it provides a lifelike learning situation that is closely correlated with industrial progress. The school shop provides the practical situation from which many technical and related fields may be explored.

The rise and progress of industry can best be studied and understood by dealing with problems common to industry. Also, social and economic problems with a more practical meaning can be studied which will bring the pupil to an understanding of his present day life problems which are, to a large extent, the problems that our changing society must face.

When the school gives the pupil such an insight into the present-day problems it is integration which includes not only his

school activities but also his life problems. And when the industrial-arts subjects becomes a large contributing factor to this type of integration, there need be no further question as to the integrative values of the industrial arts program.

These subjects need no longer justify their existence by placing emphasis on education for personal profit but rather on education for personal and social development which gives them a new and increasingly important place in the new curriculum.

* * *

California Review of Adult Education is a new quarterly published by the State Department of Education in cooperation with California Association for Adult Education, with offices at 311 California State Building, Los Angeles. The initial number of 64 pages is well printed and carries much valuable material.

Anne E. M. Jackson is editor, Albert Croissant, assistant editor. The Editorial Board comprises: Thomas R. Adam, Remsen D. Bird, Mrs. Malbone W. Graham, Mrs. Irene T. Heineman, Vierling Kersey, Gertrude Laws, George C. Mann, Alexander Meiklejohn, Leon J. Richardson, Ethel Swain, Ivan R. Waterman.

* * *

First annual May music festival of Placer County elementary schools, assisted by Placer Union Highschool band, was held May 3 at Auburn, under auspices of Mrs. Portia F. Moss, county superintendent of schools. An interesting 12-page bulletin gave complete program and details. The festival was held in the beautiful setting of the new Cooper amphitheater at Auburn Union Grammar School; named in honor of H. M. Cooper, president of the school-board.

More than 700 students from 35 elementary schools participated in the program, directed by Mrs. Arta B. Flood, supervisor of instruction in the rural schools.

Gold Rush Days... by Louise E. Taber

ACCURATE historical information on California is now available to school children in economical form, with the appearance of *Gold Rush Days*, the published broadcasts of Louise E. Taber, of San Francisco, Californian historian. The first issue appears in paper bound booklet form and contains six of her most popular broadcasts (over the Columbia System) namely Immigrants, incidents of San Francisco in the days of the Argonauts; Ships of the early days; The founding of Sacramento, The founding of Stockton; and two biographies, the western episodes of Thomas Maguire, pioneer theatrical producer, and Edwin Booth, telling of



Louise E. Taber

his eventful stage career in California.

These booklets will be published at least every 60 days. Future issues will contain 12 broadcasts each instead of 6. They will be available on newsstands throughout the State and through Louise E. Taber at Argonaut Hotel, San Francisco. A special price is being arranged for history classes.

The next issue of *Gold Rush Days* appears in June and contains many stories of the Mother Lode country.

The booklet has received the endorsement of both the Native Sons and Native Daughters organizations of the state, and is approved by University of California Library.

CALIFORNIA

A UNIT OF WORK ON CALIFORNIA

*Mrs. Elsie Workman, Teacher, Fourth and Fifth Grades, Perry Elementary School
Redondo Beach; William Earl Brown, Principal*

THE study of California afforded an opportunity for many different lines of study. We have been studying California history from its beginning, taking the Indians, missionaries, explorers, trappers and pioneers. The interest seemed to center itself around the discovery of gold.

The children secured some adobe bricks, out of which they built Sutter's Fort. We found that Captain Sutter had need for a flour mill.

James Marshall went up the American River and built a sawmill. The boys of the fourth grade built the mill, and arranged the river scene. We made figures of clay to represent the men as they were panning gold. The work on the mill was stopped while we wrote the play that centered around the scene.

Our work led into the industries of California. We constructed an oil derrick, after we had read all we could find about oil. We studied the orange, beet and sheep industries of the state. We took a trip to an oil derrick to find out what we could about it.

The fifth grade took up the subject from three different angles: scenery, industries, and counties.

We arranged our hall into an exhibition room, showing products and other things of interest in the state. The class formed an Audubon Club for the study of California birds. We studied California flowers and plant life.

After much work, we wrote a poem on California, and learned California songs. As our closing for the unit, we entertained the mothers of our room and presented our play for them.

Finding Gold in California

A Play

Characters

John Sutter	James Marshall
Ed, The Cook	An Indian Guide (Red Feather)
Henry	Stranger
Pete	

Costumes

Typical woodsmen outfits—Flannel shirts, boots

Origin

The play was written by the fourth grade with the exception of one fifth grade girl.

Scene 1 and Scene 2

SETTING: Outside of Sutter's Fort. Fields of wheat are seen. It centers around the Fort and Sutter's Mill, after they were constructed by the pupils.

ANNOUNCER: At first there were only five white men and ten Indians in the company. To a few of these Captain Sutter addressed his words.

CAPTAIN SUTTER: Well, well, I'm glad that's done. It is a good job, the Indians

have worked hard on those bricks. This wall should be a protection.

HENRY: I should say it should.

CAP. S.: If it isn't I don't know why.

HENRY: It'll help a lot.

CAP. S.: Now that the fort is finished we must begin to get our cabins up. Winter'll be comin' on.

PETE: What about those guns, John?

CAP. S.: In my cabin, Pete. Better put them on two of the corners of the wall. They'll help us manage the Indians. This is a wonderful grant of land, which I have received from Mexico. Just think, eighty-five miles long and twelve miles wide.

Scene 2

ANNOUNCER: For five years Sutter was very prosperous. The Indians had been treated justly. He now has a thousand acres of wheat and thousands of cattle, horses, mules, sheep, and hogs. He saw the need for a flour mill to make flour out of his wheat. First he needed a sawmill to saw the boards needed for his flour mill. A millwright named James Marshall had become a partner of Sutter's. We find Captain Sutter talking about the mill with his partner.

CAP. S. (Looking at his wheat field): My, but my wheat is growing, we shall need to grind it into flour. Don't you think so, James?

MARSHALL: Where would you build a mill

CAP. S.: You should know. You're good at building mills. Say, why don't you take one or two of the Indians and go up the stream a way and find a good place?

MARSHALL: Guess you're right, Captain. We'll get provisions ready. How many horses shall we take? Think you can get along here? I would rather have two white men and an Indian for a guide.

CAP. S.: Just as you like. The worst of our work is done here. Take Ed and Jack.

MARSHALL: Well, we'll hurry and get ready. Suppose we leave in the morning.

CAP. S.: Take any of the horses you like, Marshall.

MARSHALL: I think we'll go up the river. We have the lovely month of May to start our work in.

(Marshall starts out and sees a covered wagon coming.)

(Calls back) Sutter, see that wagon coming over the plains? They look as if they were about worn out.

STRANGER APPEARS: Sutter's Fort, I suppose. Could you please give us a little

something to eat? We have had a long hard journey.

CAP. S.: Better bring the family in and take one of these cabins, and get fed up a little.

Scene 3

Outside of a cabin, near a stream.

ANNOUNCER: After traveling for forty-five miles they decided to stop and build a mill. The trees were thick and good for timber. The first thing they did was to build a cabin to live in while they were building the mill. We find the men talking.

MARSHALL: This is a fine place to build a mill. I think Sutter will like it. Ed, we'll appoint you chief cook and bottle washer. We'll go and hunt logs for the mill. Come on, Red Feather, let's be off.

ED: How are you going to get the timber down here?

RED FEATHER: Me carry logs, me strong

MARSHALL: We'll float them down or drag them in.

(They go off. Ed stays.)

RED FEATHER: Get heap big dinner.

ED: They'll be as hungry as bears. Better go and get some rabbits. I'll have beans, potatoes and flap-jacks a-la-rabbit. I'll cook the toes for Marshall.

Scene 4

ANNOUNCER: One day in January, 1848. Marshall was at work on the tailrace, loosening up the earth with a pick and turning on the water. When the water was turned off he saw some little yellow specks. He picked them up. He entrusts the finishing of the mill to his men while he makes report to Captain Sutter.

(MARSHALL at mill with pick and shovel—finds yellow specks.) What on earth can this be? (Tests it.) Can't be gold. Well, it sure is. It is soft and heavy. Is it gold? Is it gold? It is gold.

(Goes to supper.)

Interior of a crude cook house. A bench or crude table set with tin cups, heavy plates, big tin coffee pot, etc. Work hats hanging on the wall.

MARSHALL: Boys, I believe I have found a gold mine.

BOYS: No such good luck for us.

MARSHALL: Well, what do you think of this?

ED: I'll be hanged. It is gold.

HENRY: Where did you find it? Let's go and see if we can find some too, first thing in the morning. We're off.

RED FEATHER: Me look for gold now.

MARSHALL: Now, listen, boys. We don't want to let this get out. It might mean something to us. Better turn in now for the night.

(In the morning.)

ED: Anyone who kicks gets the next meal.

MARSHALL: Good breakfast, Ed.

HENRY: Pretty salty, but I like it.
(Men laugh.)

ED: Everybody ready to hunt gold?

MARSHALL: Here, boys, back to work on the mill.

HENRY: Oh, gold is better than the mill.
We'll get rich a lot quicker.

MARSHALL: Will you promise me to stick to the work on the mill and then we'll all go in for gold. In the meantime, I'll go and talk to Sutter. Red Feather, I'll appoint you boss. Keep at work, boys.

MEN: We'll be good.

Scene 5

ANNOUNCER: Three or four days later Marshall appears at Sutter's Fort with a bag of gold. He was covered with mud and wet with rain as he entered the fort.

Sutter's Fort and cabin—Outside of cabin or near the fort.

SUTTER: Marshall, what's wrong? Some one hurt? How's the mill getting on? What did you come for? Go in and get dry.

MARSHALL (Whispers): Come on in quick and close the door. Are we alone?

SUTTER: What's wrong, Marshall? You frighten me.

Interior of Sutter's cabin. Crude table and furniture.

MARSHALL: See this bag? It's got gold in it.

SUTTER: Gold!

MARSHALL: I think we found a gold mine. Look at it.

SUTTER: Sure enough. But you better get dried and something hot to eat. In the morning I'll go up with you.

MARSHALL: I'm going back tonight.

SUTTER: Things will be all right. It's raining and you're tired.

MARSHALL: I better go back tonight
(Eats and starts out.)

SUTTER: I'll put someone in charge here and go up in the morning. I'll be there as soon as I can.

MARSHALL: Follow up the stream and you'll see the cabin.

Scene 6

ANNOUNCER: Marshall returned to the mill. He pledged the men to stay on the job six weeks and say nothing about the gold. Before six weeks were over the secret was out, and the news spread like wildfire. His men deserted him. Sutter's mills were never finished, his wheat never harvested. His herds of cattle, sheep, and hogs were taken for food.

We find Captain Sutter, old, poor, sad and alone a few years later in Sutter's cabin.

SUTTER: Well, all these years for nothing.
I guess it's the end for me. Mighty good of the State to allow me this pension.

My mills never finished, my cattle gone and I'm ruined.

MARSHALL: Well, cheer up, John, you're no worse off than I am. What has all this meant to me? A few acres of grapes. All I'll have for the rest of my life.

SUTTER: These squatters have my land and I can't drive them off. I'm going to get some help. They ought to give me some money to pay for my cattle at least.

ANNOUNCER: Captain Sutter went to Washington in an endeavor to have the government grant him some money. He died in Pennsylvania, poor and dejected.

* * *

R. D. Wadsworth, principal, University Highschool, Los Angeles, in a splendid editorial recently appearing in the West Los Angeles Independent and urging the strengthening of school and community tie-up, states that certain selfish and short-sighted organizations are attempting to build up organized opinion looking forward to curtailing seriously the support of the public schools.

He states there are groups that would be perfectly willing to close the public schools entirely for a period of years and declares that the parent-teacher associations already sense the danger in this hostile propaganda.

Mendocino Courier

C. BURNAM HERYFORD, rural supervisor, Mendocino County schools, Ukiah, has sent to us a copy of a charming pupils' newspaper now being published bi-monthly by a group of seven small schools located in a very isolated section of that county.

The pupils of these schools submit their correspondence to Dorothy Lude, teacher of Red Rock Emergency School. She publishes it via a discarded mimeograph that was located in the storage-rooms. The news-items represent the current topics of conversation that a visitor to that area would hear on the trails and in the stock corrals.

This admirable paper is read in every ranch-house in the entire area and is received by the adults more eagerly than is the metropolitan daily by the average citizen.

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ADVERTISERS

	Page		Page
Allyn and Bacon.....	4th cover	Lehman Steamship Agency.....	41
American Seating Company.....	29	Martin, Leland S.	35
Arnold Bernstein Line.....	6	National Association of Chewing Gum Manufacturers.....	3rd cover
Bank of America.....	39	National Railways of Mexico.....	41
Binney and Smith.....	27	Open Road, The.....	43
California College of Arts and Crafts.....	47	Pacific Greyhound	43
Canadian National Railways.....	7	Panama Pacific Line.....	4
Canadian Pacific Hotels.....	6	Redman Scientific Company.....	47
Canadian Pacific Railway Company.....	5, 41	Red Star Line.....	6
Capwell Travel Bureau, H. C.	42	Robertson's Travel Bureau, D. F.	42
Gaylord Brothers	35	Santa Barbara School of Nature Study.....	32
Ginn and Company.....	23	Santa Cruz Homes.....	42
Gregg Publishing Company.....	25	Santa Fe Railway.....	5
Harr Wagner Publishing Company.....	30	University of California.....	31
Hillman Cruise-Tours	3	University College	33
Holmes Projector Company.....	35	University of Panama.....	42
Hotel Biltmore	40	University of California at Los Angeles.....	31
Hotel Californian	40	West Coast School of Nature Study.....	32
Hotel Palace	40		
Hotel Whitcomb	40		
Humboldt State College.....	33		
Iroquois Publishing Company.....	2nd cover		
Kewaunee Manufacturing Company.....	2nd cover		

While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

The New World

WEEKLY broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, director of education, Western Division, National Broadcasting Company.

June 1 — KECA, Los Angeles. Mrs. Gladys K. Harris, teacher, home economics, Beverly Hills Highschool.

June 8 — Janice M. Robison, teacher of dramatics, Burlingame Highschool; president, California Drama Teachers Association.

June 15 — KFSD, San Diego. Mrs. Vesta Muchleisen, director of education, California Pacific International Exposition, San Diego.

June 22 — Charles E. Teach, superintendent of schools, San Luis Obispo.

June 29 — H. W. Kelly, deputy county superintendent of schools, Visalia, Tulare County; secretary C. T. A. Central Section.

July 6 — Oscar H. Olson, principal, Roosevelt School, Burlingame; past-president, California Elementary School Principals Association Bay Section.

July 13 — Robert R. Hartzell, principal, Red Bluff Union Highschool.

July 20 — Henry I. Chaim, head of business department, Highschool of Commerce, San Francisco.

July 27 — Joyce Backus, librarian, San Jose State College; president, School Library Association of California.

Stuart Typing

Esta Ross Stuart, instructor in typewriting, Berkeley Highschool, joint-chairman, California State Typewriting Committee, and associate in commercial education, Teachers College, Columbia University, is author of *Stuart Typing* (keyboard mastery of the vocabulary of business by the high frequency word-pattern method; 1 year complete course). This large textbook and guide, 200 pages, is published by D. C. Heath and Company.

The Rhythm Book, a manual for teachers of children, by Elizabeth Waterman, with music edited by Martha Ream, a handsome volume of 160 pages, published by A. S. Barnes and Company, presents the fundamental relationships between rhythmic movement and expression in various art forms.

COMING

June 6 — C. T. A. Board of Directors, regular meeting, San Francisco.

June 22-23 — National Conference on Visual Education and film exhibition, sixth session; Francis W. Parker School, 330 Webster Avenue, Chicago.

June 23-July 3 — Institute of International Relations, Mills College, Dr. Stanley Armstrong Hunter, director.

June 26 — National Safety Day; California Pacific International Exposition, San Diego. Junior and senior highschool posters must be in by June 15.

June 28-July 2 — National Education Association Convention, Portland, Oregon.

June 29 — California Breakfast, N. E. A. Hotel Benson, Portland; 7:10 a. m. Frank A. Henderson, N. E. A. director, presiding.

July 6-10 — Stanford University School of Education Conference on Curriculum and Guidance.

July 6-9 — American Home Economics Association; annual convention, Seattle.

July 6-17 — Conference of Elementary Education, Extension Center, University of Oregon, Portland.

August 31-Sept. 7 — World Congress of Youth, Geneva, Switzerland.

November 9-15 — American Public Education Week.

Write to National Education Association, 1201 16th St., N. W., Washington, D. C., for complete materials.

August 2-7, 1937 — World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

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Wilbur W. Raisner, Presidio Junior Highschool, San Francisco, president of the Classroom Division, Bay Section, California Teachers Association, has been appointed a member of the advisory board, National Education Association Classroom Department.

IN MEMORIAM — Willis A. Dunn, 74, for more than 25 years principal, John H. Francis Polytechnic Highschool, Los Angeles, who retired last February, recently passed away.

Born in Pennsylvania, Mr. Dunn attended Cornell University; went to Los Angeles 35 years ago and joined the staff of the old Los Angeles Highschool as instructor in chemistry.

In appreciation of his 25 years of service, Mr. and Mrs. Dunn last year were presented with a world tour by Polytechnic students.

IN MEMORIAM — Marie Louise Sime, 24, teacher in Alleghany, Sierra County, from injuries received in an automobile accident.

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35,000 Teachers are members of California Teachers Association

1. What Is California Teachers Association?

It is the one state professional organization in which teachers of all types are members. Dues are only \$3.00 per calendar year.

2. How are the funds used?

One-third goes for local activities, i.e. conventions, public relations, assistance to members; two-thirds go for State work—publications, research, legal advice, etc.

3. What has C. T. A. accomplished?

1. Constitutional Amendment 16 which fixed education as the first duty of the State and insured a high standard of service for children and decent living conditions for teachers.

2. Salaries during illness.

3. Retirement salary for teachers after years of faithful service.

4. Tenure protection for good teachers faithfully performing their daily work.

5. Rural supervision. This feature of school practice guarantees good school conditions for children in the most remote areas of California.

6. Sabbatical leave. Many teachers and many schools may secure additional inspiration and better teaching through leaves granted to teachers who wish to study or travel in order that their understanding of educational and social problems may be broadened.

7. There are many other accomplishments that could be listed, among which are legislation pertaining to support of kindergartens, junior high schools and junior colleges, increased requirements for certification, etc. Greater than these, however, has been the defeat of unfavorable legislation which would have seriously crippled public schools and which would have deprived both children and adults of services to which they are entitled.

4. What may be expected in the future?

Study for improvement of teaching and teaching conditions.
The interests of public education protected.

Well-prepared material for school needs.

A comprehensive program of public relations that will keep the people of California informed as to pending developments in public education.

5. Why should I join C. T. A.?

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